

CA20N  
DE  
-S78

THE  
STATUS OF WOMEN  
AND  
EMPLOYMENT EQUITY  
IN  
ONTARIO  
SCHOOL BOARDS

Report to the Legislature  
by the  
Minister of Education


1992



Ministry  
of  
Education  
Ontario



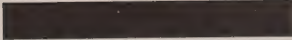




Digitized by the Internet Archive  
in 2024 with funding from  
University of Toronto

<https://archive.org/details/39292608100069>





# The Status of Women and Employment Equity in Ontario School Boards

**Report to the  
Legislature by the  
Minister of Education**

**1992**









Minister  
Ministre

Ministry  
of  
Education  
Ministère  
de  
l'Éducation

Telephone (416) 325-2600  
Facsimile (416) 325-2608

Téléphone (416) 325-2600  
Télécopieur (416) 325-2608

Mowat Block  
Queen's Park  
Toronto, Ontario  
M7A 1L2

Édifce Mowat  
Queen's Park  
Toronto (Ontario)  
M7A 1L2

March 1993

To: The Members of the Legislative Assembly  
Province of Ontario

It is my privilege to present the sixth Ministry of Education report to the Legislature on the status of women and employment equity in Ontario school boards. The Ministry of Education became part of the Ministry of Education and Training on February 3, 1993.

Dave Cooke  
Minister of Education and Training









# Contents

*Cette publication est également offerte en français sous le titre suivant : Le statut de la femme et l'équité d'emploi dans les conseils scolaires ontariens.*

<b>Introduction .....</b>	<b>7</b>
<b>1. Overview of Employment Equity in the Ministry of Education and School Boards .....</b>	<b>9</b>
Moving Forward: History of Employment Equity Initiatives .....	9
Current Employment Equity Policies.....	13
<b>2. Significant Employment Equity Initiatives, 1991-92 .....</b>	<b>16</b>
Initiatives in School Boards.....	16
Employment Equity Initiatives for Staff Members of the Ministry of Education.....	17
Provincial Initiatives.....	18
<b>3. Survey of School Boards .....</b>	<b>20</b>
Background of the Survey .....	20
Results of the Survey.....	21
<b>4. Analysis of Female/Male Employment, 1991 .....</b>	<b>25</b>
Data Collection and Analysis .....	25
Occupational Categories .....	25
Major Occupational Groups .....	27
<b>5. Comparative Analysis of Full-Time Educational Staff .....</b>	<b>28</b>
Public School Boards .....	28
Roman Catholic Separate School Boards .....	29
<b>Appendices .....</b>	<b>31</b>
A. Employment Equity for Women: Survey of School Boards .....	32
B. Barriers to the Promotion of Women .....	36
C. Strategies to Eliminate Barriers .....	37
D. Policies Developed by School Boards, 1991 .....	40
E. Suggestions for Board and Ministry Joint Initiatives.....	45



## Tables ..... 47

Table 1.1	Successful Female Candidates for the Principal's Qualifications and the Supervisory Officer's Certificate, 1980-91 .....	48
Table 2.1	Women in Positions of Added Responsibility, Competitions, and Potential Appointees, by Region and Board, 1991.....	49
Table 3.1	Distribution of Full-Time Employees by Gender, Within Occupational Category, September 30, 1991.....	54
Table 3.2	Distribution of Full-Time Employees by Gender, Within Major Occupational Groups and Across Major Occupational Groups, September 30, 1991 .....	55
Table 4.1	Public School Boards, Elementary: Distribution of Full-Time Teachers by Position and Gender, 1978 and 1991.....	57
Table 4.2	Public School Boards, Secondary: Distribution of Full-Time Teachers by Position and Gender, 1978 and 1991.....	58
Table 4.3	Public School Boards, Elementary and Secondary: Distribution of Full-Time Teachers by Highest Teaching Level and Gender, 1987 and 1991 .....	59
Table 4.4	Roman Catholic School Boards, Elementary: Distribution of Full-Time Teachers by Position and Gender, 1985 and 1991 .....	61
Table 4.5	Roman Catholic School Boards, Secondary: Distribution of Full-Time Teachers by Position and Gender, 1987 and 1991.....	62
Table 4.6	Roman Catholic School Boards, Elementary and Secondary: Distribution of Full-Time Teachers by Highest Teaching Level and Gender, 1987 and 1991 .....	63



# Introduction

The sixth annual report to the Legislature on the status of women and employment equity in Ontario school boards describes the initiatives undertaken in 1991 to encourage school boards to reach the established goals for women in positions where they are underrepresented throughout the school system, especially in the positions of supervisory officer, principal, and vice-principal. In this report, the Ministry of Education is also pleased to present the results of the first year of surveying school boards about their employment equity activities. Boards responded to questions about the barriers to the promotion of women that they have identified, the strategies that they are working on to remove these obstacles, and the suggestions that they have for initiatives to be undertaken jointly with the ministry.

This report also contains the second annual tabulation of women in positions of principal and vice-principal for the elementary and secondary panels and supervisory officer on a board-by-board basis. The number of female candidates who are fully qualified for the positions of added responsibility but are currently employed in other capacities in each board is reported for the first time (see table 2.1). The report also shows that, for the first time, more than half the successful candidates for the Supervisory Officer's Certificate were women. The majority of successful candidates for Principal's Qualifications have been women since 1988.

In accordance with the Education Act, which requires school boards to develop and implement employment equity policies, most school boards now have in place employment equity policies designed to increase the representation of female employees.

Nevertheless, progress has been slow towards the established goals of women in 50 per cent or more of positions of added responsibility and in 30 per cent of all other positions.

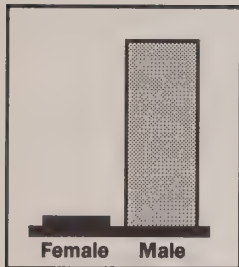
Growth in the proportion of women in administrative positions has been steady but small. Since 1990, there has been an increase of approximately 2 per cent in the number of women in the positions of principal and vice-principal in the elementary and secondary panels. Women currently represent slightly more than one-sixth of all supervisory officers, and since 1990 their numbers have grown by 1.3 per cent across the province.



Progress has also been slow in other occupational categories. For example, in 1991, women held 19.8 per cent of all non-supervisory positions in the category "other staff", which includes employees in the areas of public information, food services, plant operation and maintenance, and student transportation.



# 1. Overview of Employment Equity in the Ministry of Education and School Boards



**Approximately 1.1 per cent of all male and 0.1 per cent of all female full-time board employees are found in the most senior positions.**

## Moving Forward: History of Employment Equity Initiatives

On February 2, 1990, the Ministry of Education released Policy/Program Memorandum No. 111, "Employment Equity for Women in School Boards". Policy/Program Memorandum No. 111 requires all school boards to develop and implement employment equity policies with respect to the employment and promotion of women and to prepare strategies to increase the representation of women in the positions of supervisory officer, principal, and vice-principal to 50 per cent or more by the year 2000. The new policy constituted an important step forward in a long process that began with a Green Paper in 1973. The chronology of initiatives in the process is set out below.

- 1973 The Green Paper entitled *Equal Opportunity for Women in Ontario: A Plan for Action* expressed concern about the small number of women employed by the Ontario Public Service.
- Thomas Wells, Minister of Education, issued a memorandum to school boards on November 2, outlining the ministry's concern about the small number of women in positions of responsibility at the supervisory or administrative level. He called for a policy of equal opportunity for employment and promotion in order to ensure that qualified and capable women would be able to undertake leadership roles in both the ministry and school boards.
- 1974 The Affirmative Action for Women Program was introduced within the public service. The objectives of the program were to provide equal opportunity for women and to diversify the occupational distribution of women. In 1987 this program was renamed Employment Equity, and its focus was expanded to include racial minorities, persons with disabilities, francophones, and Aboriginal people, as well as women.
- 1975 On November 27, Deputy Minister of Education George H. Waldrum announced the appointment of a Women's Advisor and three assistants as well as a liaison person in each ministry branch and regional office and each Ontario Teacher Education College (OTEC) campus. He further announced the establishment of the Equal Opportunity Advisory Committee to provide advice on the affirmative action plan. (Bulletin 1975 D.M. – G. No. 5)



1976 Thomas L. Wells, Minister of Education, issued a memorandum on January 2 expressing concern about the small number of women in positions of responsibility at the supervisory and administrative levels and encouraging school boards to develop equal opportunity policies and to formulate affirmative action plans for implementing the policies.

On January 15, George H. Waldrum, Deputy Minister of Education, sent a letter to directors of education requesting that they update or revise the data on the academic employees of their school board by gender and report on their plans for equal employment and promotion opportunities for women.

In a letter dated May 26, George H. Waldrum, Deputy Minister of Education, provided directors of education with information on a variety of affirmative action initiatives being undertaken by some school boards and the ministry, as well as a list of resources.

1979 On June 20, the Equal Opportunity/Affirmative Action Unit was created in the Ministries of Education and Colleges and Universities.

1981 A statistical report entitled *A Comparative Analysis of Male/Female Staff in the Ontario Education System, 1972-1979* was published by the Ministry of Education.

1984 Another edition of the statistical report entitled *A Comparative Analysis of Male/Female Staff in the Ontario Education System, 1972-1982* was published by the ministry.

At a March conference entitled "Focus on Leadership: Affirmative Action in School Boards", Bette Stephenson, Minister of Education, encouraged school boards to design and implement affirmative action programs.

On December 3, Bette Stephenson, Minister of Education, announced that the Ministry of Education, in co-operation with the office of the Deputy Premier, would make funds available on a start-up basis in 1985 and 1986, through the Affirmative Action Incentive Fund, to assist school boards in developing and implementing affirmative action programs for women employees. The Minister also requested that each school board adopt a formal policy of affirmative action for women employees, appoint a senior staff member to develop and co-ordinate the affirmative action plan, collect and analyse data on their employees by gender, and submit a report on affirmative action to the ministry.

The establishment of the Affirmative Action Incentive Fund was confirmed in a memorandum, dated December 24, from Duncan Green, Assistant Deputy Minister of Education Programs to directors of education. A description of the incentive fund and instructions for applying accompanied this memorandum.



- 1986 The statistical report *Comparative Analysis of Male/Female Staff in the Ontario Education System, 1972-1984* was published in March.
- In Policy/Program Memorandum No. 92, "Affirmative Action/Employment Equity Incentive Fund for School Boards", December 16, 1986, the Ministry of Education announced that, in co-operation with the Ontario Women's Directorate, it was extending the fund for a period of three calendar years beginning January 1, 1987.
- The first annual report entitled *The Status of Women and Affirmative Action/Employment Equity in Ontario School Boards* was published in December. The report was presented to the Legislature by the Minister of Education.
- 1987 The second annual report entitled *The Status of Women and Affirmative Action/Employment Equity in Ontario School Boards* was tabled in the Legislature.
- 1988 A Memorandum of Understanding Between the Ministry of Education and the Ontario Women's Directorate was signed by the Deputy Minister of Education, Bernard Shapiro. The memorandum covered the period April 1, 1987, to March 31, 1992, and confirmed the agreement between the ministry and the directorate to provide funding to Ontario school boards for developing and implementing employment equity programs.
- Policy/Program Memorandum No. 102, "Affirmative Action/Employment Equity for Women Employees of School Boards", was issued on January 11. In the memorandum the Minister reminded school boards that the annual reports from their chief executive officers were to refer to the boards' affirmative action programs. The reports were expected to reflect the continuing high priority given to such programs and to contain information on the progress made by boards in reaching the objective of raising the number and diversifying the occupational distribution of women to a minimum of 30 per cent in all job categories by the year 2000.
- In August, Bill 69 received royal assent under the title *An Act to Amend the Education Act*. This amendment to the Education Act gave the Minister of Education the authority to require school boards to establish and maintain a policy of affirmative action with respect to the employment and promotion of women.
- The third edition of the annual report was presented to the Legislature by the Minister of Education.
- 1989 The conference entitled "Focus on Leadership II" was held in March. The Minister of Education announced the intention to use the minister's authority to require school boards to establish and maintain a policy of affirmative action with respect to the employment and promotion of women.



- 1989 The Equal Opportunity/Affirmative Action Unit became part of the Human Resources Branch, Ministry of Education, and its name was changed to Employment Equity Unit.

The fourth annual report, entitled *The Status of Women and Employment Equity in Ontario School Boards*, was tabled in the Legislature.

- 1990 Policy/Program Memorandum No. 111, "Employment Equity for Women in School Boards", was issued on February 2. The memorandum raised to 50 per cent or more the target representation of women in the occupational categories of supervisory officer, principal, and vice-principal by the year 2000, although the target of 30 per cent representation of women in all other occupational categories remained unchanged. This memorandum also required all school boards to develop and put in place by September 1, 1990, an employment equity policy with respect to the employment and promotion of women. Finally, the memorandum stated that each school board would be required to submit an annual progress report.

In a memorandum dated July 12 and concerned with follow-up action to Policy/Program Memorandum No. 111, Deputy Minister of Education Robert L. Mitton provided clarification of the policy memorandum. He stated that the goal of 50 per cent or more representation of women in positions of leadership applied to each of the elementary and secondary panels and stressed that boards must show a commitment to employment equity for women by developing special measures for their employment and promotion. The Deputy Minister also described the methods that would be used to collect data from school boards and the manner of reporting the information.

The fifth annual report was tabled in the Legislature.

- 1991 Bill 125, which was to amend the Education Act, did not receive assent.
- 1992 An Act to Amend the Education Act in Respect of Education Authorities and Minister's Powers (formerly Bill 21) received royal assent in July. The amendments require boards to "develop and implement a policy on employment equity for women and other groups designated by the Minister, to submit the policy to the Minister for approval and to implement changes to the policy as directed by the Minister." (subparagraph 8(1) 29)

Minister of Citizenship Elaine Ziemba introduced mandatory employment equity legislation for Ontario (Bill 79) to the Legislature.



## Current Employment Equity Policies

Employment equity acknowledges that our society has built-in, or systemic, barriers that discriminate against women and other designated groups, such as francophones, persons with disabilities, Aboriginal people, and members of racial minorities. In many school boards, this has resulted in low representation of women and members of the designated groups in positions of added responsibility. The low representation of certain groups has had a negative impact on students who need role models of all designated groups in occupations throughout the educational system, especially in positions of added responsibility.

Since women form a large proportion of the teaching staff at most Ontario school boards, the Ministry of Education required a policy that would show a commitment to employment equity for female employees by developing special measures to increase the levels of employment and promotion of women, especially in positions of added responsibility.

Policy/Program Memorandum Number 111, which was issued in February 1990, for the first time required all school boards to develop and put in place employment equity policies with respect to the employment and promotion of women. Such policies were to be the first step in defining a board's commitment to increasing the percentage of women to a minimum of 50 per cent in positions of added responsibility (supervisory officer, principal, and vice-principal) and 30 per cent in all other occupations by the year 2000. Deputy Minister of Education Robert L. Mitton clarified the intent of the policies and the numerical goals in a follow-up memorandum dated July 12, 1990. He stated that the goals applied to each elementary and secondary panel and that boards were required to submit their policies to the ministry for review by December 31, 1990.

The policies that were submitted by the school boards were reviewed by staff members of the Ministry of Education to ensure that every policy met the ministry's employment equity criteria. Some boards had submitted equal opportunity policies which did not qualify as employment equity policies. These boards were then requested to revise their policies in light of the directive requiring the provision of measures for reaching the goals of 50 per cent representation of women in positions of supervisory officer, principal, and vice-principal and at least 30 per cent representation in all other occupational categories. Revised policies were to be submitted by September 1991. At the time of printing this report, all but one of the 167 school boards had submitted an employment equity policy.



To receive ministry approval, an employment equity policy must meet the criteria listed below.

1. It must make reference to female employees.
2. It cannot be an equal opportunity policy in which men and women are to be treated in the same way. The employment equity policy must differentiate on the basis of gender.
3. It must go beyond barring discrimination on the grounds already named in the Human Rights Code, such as race, ancestry, colour, etc.
4. It must refer to an affirmative action/employment equity program that consists of a set of steps and includes strategies or special measures for one or more designated groups, but not for all employees.
5. It must contain special measures that apply to women.
6. It must provide a framework for the board's employment equity program for women that is consistent with attaining the numerical goals of 50 per cent and 30 per cent female representation, and it must deal actively with the employment and promotion of women. The numerical goals may also be referred to in accompanying board-approved regulations.

Once each board has developed its policy, it is expected to tailor an employment equity program to reflect the board's needs and priorities. An employment equity program must focus on special measures and must include the components listed below.

1. *Needs assessment:* Data on the work force are analysed to determine the percentages of women employees in each category, and the corporate policies and procedures are reviewed to ensure that no discrimination exists on the basis of gender.
2. *Goals and timetables:* Goals are developed, based on the outcome of the needs assessment and a realistic projection of vacancies.
3. *Strategies:* Strategies and special measures are developed to help achieve specific outcomes, such as increasing the representation of women in senior positions. Such strategies might include changing the hiring and promotion procedures or developing a non-sexist communication policy and guidelines for implementing it.
4. *Monitoring and evaluation:* Measures for regular monitoring of the program and annual evaluations are developed, to keep the program on course and allow for review and modification of goals and timetables, as well as to provide data for the September Board Report and the School September Report and to provide survey data to the ministry every three years.
5. *Resources:* A budget is assigned, and a senior official is appointed, to ensure that the program is co-ordinated effectively. The board maintains awareness of the program and its progress among staff members.



In 1990, although school boards were not required by Policy/Program Memorandum No. 111 to include other designated groups in their employment equity policies, 20 per cent of the boards did extend their policies to include other groups in addition to women. These boards will more easily be able to implement current government policies, which expand employment equity beyond equity for women only. Tony Silipo, Minister of Education, introduced Bill 21, which replaced the earlier Bill 125, in the Legislature in May 1992. Under the title An Act to Amend the Education Act in Respect of Education Authorities and Minister's Powers, it received royal assent in July 1992. The amendment has substituted employment equity for affirmative action and has expanded the scope of employment equity to include other groups in addition to women. It gives the Minister the power to require boards to develop employment equity policies for women and other groups designated by the Minister, to submit their employment equity policies to the Minister for approval and change them as necessary, and to implement these policies.<sup>1</sup> The expansion of the scope of employment equity coverage would bring plans for the educational system into harmony with recently introduced provincial employment equity legislation.

1. An Act to Amend the Education Act in Respect of Education Authorities and Minister's Powers, Chapter 16, Statutes of Ontario, 1992.



## 2. Significant Employment Equity Initiatives, 1991-92

### Initiatives in School Boards

#### **The Incentive Fund – A Summing Up**

The Affirmative Action/Employment Equity Incentive Fund program, which was established in 1985 to assist school boards in developing and implementing employment equity programs for women employees, ended in December 1990. A total of 104 boards (about 83 per cent of all eligible boards) participated in the fund for at least one year, for a total of \$4 487 015.

#### **Start-up Grants**

Upon the release of Policy/Program Memorandum No. 111 in February 1990, a program of start-up grants operated jointly by the Ministry of Education and the Ontario Women's Directorate made available to school boards a sum of \$500 000 that remained from the monies allocated to the incentive fund. Each board was allowed to apply for a sum of up to \$12 000. A total of 41 boards participated in the program and received a total of \$451 584.

#### **Summer Experience Program, 1991 and 1992**

The Summer Experience Program, which is administered jointly by the Management Board Secretariat and the Ministry of Education, provides students with summer employment in selected school boards. Students work on a variety of employment equity projects. The purpose of the Summer Experience Program is to help young people develop, through training and supervised work experience, career-related skills as well as research and analytical skills that are applicable in professional and academic environments. In addition, the program supports the Ontario government's school board employment equity objectives.

During the six years of the program's existence, seventy-one students have been employed during the summer in school boards throughout the province. This number includes ten students in 1991 and fourteen students in 1992.



The following are examples of projects in which students participated during the 1991 and 1992 Summer Experience Program:

- developing materials to provide information on employment equity;
- developing resource materials for a comprehensive program on balancing work and family responsibilities;
- assisting in the planning of the provincial employment equity conference;
- developing an employment equity action plan;
- implementing an employment systems review to examine the practices and systems related to the recruitment and promotion of members of the designated groups.

### **Networks**

Members of the regional school board networks meet several times a year to address employment equity issues. In addition, the Provincial Employment Equity School Board Conference is held once a year. The conference allows employment equity co-ordinators to discuss significant issues, exchange program information, and participate in workshops.

School boards can obtain assistance in preparing for the meetings and the conference from staff members of the Ontario Women's Directorate and from members of the Ministry of Education's Employment Equity Program for School Boards, as well as from designated education officers in the ministry's regional offices who are responsible for employment equity. The workshops are frequently led by employment equity co-ordinators and other personnel from school boards, or by university professors, personnel from teachers' federations, and consultants who are involved in employment equity.

The Provincial Employment Equity School Board Conference was held in October 1991 in Thunder Bay, and in 1992, it was held in Kingston in May. The 1993 conference will be held in Toronto.

### **Employment Equity Initiatives for Staff Members of the Ministry of Education**

In keeping with the provincial government's goals of employment equity and antidiscrimination, in 1991 and 1992, the Ministry of Education continued to implement employment equity for its staff members and to promote antiracism and ethnocultural equity. The ministry continued with a variety of supporting strategies including training, development, and outreach recruitment to help it achieve its goal of hiring specified numbers of members of the designated groups by March 1993.

In order to strengthen the ministry's employment equity and antidiscrimination initiatives, in 1991, a set of goals for five designated groups and an action plan for 1991 were developed, as well as timetables for meeting these goals by 1993. The designated groups, chosen by the Ontario government on the basis of a workforce survey of the entire Ontario Public Service, are racial minorities, persons with disabilities, francophones, Aboriginal people, and women.



The ministry undertook a variety of initiatives to increase the representation within the ministry of members of the five designated groups and to meet its employment equity goals. These initiatives included:

- developing outreach strategies for the designated groups;
- providing career-development opportunities through an internal “accelerated skills development” program, which makes available \$60 000 per year for the designated groups;
- providing training in antiracism and ethnocultural equity for senior executives and managers;
- participating in interministerial mentoring programs, which provided career development opportunities and leadership skills for members of the designated groups;
- participating in the Ontario government’s Inroads Program, which provides developmental opportunities for executives;
- implementing outreach recruitment activities to encourage the hiring of Aboriginal people;
- planning staffing requirements in a way that will provide developmental opportunities for staff members in the designated groups at all levels.

## **Provincial Initiatives**

### **Employment Equity**

In 1989, as part of its commitment to employment equity, the Ontario Government had created a \$23.5-million employment equity fund for the Ontario Public Service. In 1989-90, this fund, which is administered by the Management Board Secretariat, allocated \$1 million to initiatives aimed at providing job accommodation for persons with disabilities. The fund will also provide \$7.5 million during each of three years beginning in 1990-91 for provincial ministries to assist them in implementing their employment equity plans for all five designated groups. The monies are to be used to support the following initiatives:

- developmental opportunities
- employment equity education and training
- job accommodation for persons with disabilities
- employment equity pilot projects

Selection of initiatives that will receive funding is based on how closely they meet the government’s employment equity goals and timetables.

In order to put in place provincial employment equity legislation, Bill 79 was introduced in the Legislature in June 1992. Bill 79 would require employers in the Ontario public sector and the “broader public sector” with ten or more employees and employers in the private sector with fifty or more employees to develop and implement employment equity plans in order to increase the representation of members of designated groups to match their presence in the community. For the purposes of Bill 79, the designated groups are Aboriginal people, people with disabilities, members of racial minorities, and women.



During 1992-93, provincial ministries will be required to initiate an Employment Systems Review to identify barriers to the recruitment, promotion, and retention of members of the designated groups. The Ontario Government will make funding available to provincial ministries for these reviews. The Ministry of Education has developed a strategy for conducting the review and is awaiting approval of funding to support this initiative.

The Ontario Government believes that employment equity is an organizational survival strategy for the future, even during periods of financial constraint. The Ontario Government's manual of administration entitled "Human Resources Directives and Guidelines of the Management Board of Cabinet" now includes policies on employment equity in the Ontario Public Service for members of the designated groups, as well as policies on data management and employment systems reviews.

### **Workplace Discrimination and Harassment Prevention**

A new directive was approved by Management Board of Cabinet in December 1991 and released as part of the March 1992 additions to the manual of administration, "Human Resources Directives and Guidelines of the Management Board of Cabinet".

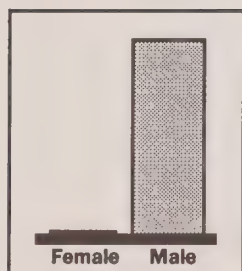
The policy expands on the previous sexual harassment policy to include harassment based on any of the grounds stated in the Human Rights Code and includes discrimination.



### 3. Survey of School Boards

#### Background of the Survey

In 1991, the Ministry of Education implemented a new way of collecting from school boards data on their progress in achieving employment equity. By surveying each board only once in a three-year cycle, the ministry is able to obtain more detailed information on the strategies and measures that boards have planned to help them meet the targets outlined in Policy/Program Memorandum No. 111. This publication reports on data from the first one-third of boards surveyed, which were selected randomly. Over the next two years, all the remaining boards will be surveyed. The first one-third of the boards will be surveyed again in 1994.



***As of December 1991, only 5 per cent of the directors of education in Ontario were female.***

The employment equity survey of school boards (see Appendix A for a complete survey instrument) collects information about what the boards are currently doing and what they plan to do with regard to employment equity. Each survey must be signed by the Director of Education or the Secretary of the Board and the Chairperson of the Board. On the survey each board is requested to:

- provide statistics on positions of added responsibility (supervisory officer, principal, and vice-principal) within the board;
- identify the barriers that impede the promotion of women employees in the board (examples of barriers include: lack of gender balance on interview panels, biased selection criteria, and insufficient outreach for vacancies);
- list the strategies or special measures that the board has undertaken and plans to undertake in the next three years to increase the number of women in positions of added responsibility and address the barriers identified (examples of such strategies include: revision of the board's recruitment and selection policies and procedures and implementation of mentoring, job-shadowing, and leadership programs);
- report on policies on workplace or sexual harassment, inclusive language, and work and family responsibilities as well as other employment equity policies that are in effect or in the process of being developed;
- offer suggestions for potential initiatives that school boards could undertake jointly with the Ministry of Education.



## **Results of the Survey**

This section provides general information on the data collected from the one-third of school boards that were surveyed in 1991. More detailed results from some sections of the survey are given in the appendices.

### **Barriers Identified by School Boards**

In the survey, school boards were asked to identify barriers faced by women in obtaining promotion to positions of added responsibility in their boards.

The barriers that were identified by boards relate to a number of areas, including attitudes and perceptions, recruitment and selection, lack of vacancies, training and development, and lack of awareness of employment equity.

A complete list of the barriers identified by school boards is provided in Appendix B.

### **Attitudes and perceptions**

Under the heading attitudes and perceptions, the survey indicated that sex-role stereotyping and a lack of awareness of the barriers exist in many boards. The most frequently identified barrier was the issue of family commitments. The results indicated that some school boards believe that employees feel that the incentive to seek a promotion is outweighed by the time commitment required to gain the requisite credentials and experience, as well as the time commitment required in the job itself, since such commitments are often made at the expense of the employee's family and personal time.

### **Recruitment and selection**

Barriers identified in the area of recruitment and selection included lack of outreach in recruitment as well as lack of targeting for recruitment. Some boards noted that there is a gender imbalance on interview teams, that women are often not informed about vacancies, and that promotions are often based on seniority. It was pointed out that women who take time away from the job for child-rearing have to work for a longer time to acquire the required number of years of experience for administrative and other positions.

### **Training and development**

A number of boards indicated that the process of achieving the necessary training and professional development presented a potential obstacle for women. One type of positive support for women that is lacking in some boards is "mentoring" – the practice of assigning a senior employee to provide guidance, encouragement, and support to a less experienced employee who is taking on increased responsibilities. Many boards mentioned the shortage of female role models in both educational and non-educational positions.



### **Strategies Currently Being Undertaken by Boards**

After identifying a range of barriers, each board that was surveyed gave details about the strategies, or special measures, it is undertaking to remove these barriers.

The strategies fell into the following categories: policies and procedures, recruitment and selection, training and development, and communication.

A complete list of the strategies that are currently being undertaken by boards responding to the survey in 1991 is provided in Appendix C.

#### **Policies and procedures**

A number of boards indicated that they intend to undertake surveys of employees to obtain their opinions on barriers, sex-role stereotyping, recruitment, and qualifications. They also intend to prepare annual projections of vacancies and recruitment plans to assist them in reaching their employment equity goals.

#### **Recruitment and selection**

In order to increase the number of women applicants for positions of added responsibility, some boards have begun to recruit externally.

In the selection process, boards are attempting to ensure that both women and men are represented on every interview panel. Boards are also providing orientation to interviewers concerning employment equity. In some boards unsuccessful candidates are offered feedback on their interviews to help them prepare for future competitions.

#### **Training and development**

Some boards have undertaken special measures aimed at increasing the number of qualified female candidates for positions where women are underrepresented. Such measures include:

- provision of mentoring and job-shadowing programs
- creation of developmental positions
- establishment of support networks for candidates
- bridging of positions from one category to another generally higher position, to allow for the acquisition of skills required for a new position

Other measures being implemented by boards to improve access to training and development for women include development of resource materials on employment equity and provision of workshops. The survey indicated that teachers' federations and unions also offer workshops for the employees they represent.

Some boards are increasing the number of candidates who meet the experience requirement by encouraging employee exchanges across occupational categories and panels.



## **Communication**

Many boards have undertaken strategies and special measures to create awareness among staff members and students and in the community of employment equity and the measures being taken to increase the representation of women. Such strategies and special measures include awareness sessions for staff members; publication of articles in the staff newsletter to inform employees of senior management's support of employment equity; and meetings with representatives of employees about employment equity concerns and initiatives.

Many boards have also committed themselves to providing information about training and employment opportunities. Thus they communicate with employees about leadership training held at neighbouring boards; subsidize their employees to allow them to participate in leadership training; encourage members of designated groups to obtain qualifications; and inform qualified employees individually of positions and upcoming opportunities.

A further employment equity special measure used by boards is to fill temporary positions with women or to create short-term positions of added responsibility for women.

## **Strategies to Be Undertaken by 1994**

Many of the boards that were surveyed described strategies that they plan to implement by 1994 to help them reach their employment equity goals. The five strategies that were indicated most frequently are listed below.

Boards plan to:

- ensure that their educational and non-educational female employees are aware of and can participate in leadership and qualification courses;
- focus on job-sharing and bridging positions for female staff members in non-educational occupations and on the provision of role models through the recruitment of women in non-traditional positions;
- review and, if necessary, revise the personnel policy manual in order that their policies reflect their employment equity goals. The policies should encourage and support female applicants and ensure equitable access to positions of added responsibility, and they should not have an adverse impact on members of designated groups;
- provide workshops and other resources to assist women in attaining advanced qualifications and leadership training and in balancing work and family responsibilities;
- provide awareness sessions on employment equity for all employees and establish an evaluation process to monitor the level of awareness.



### **Suggested Joint Initiatives for the Ministry and School Boards**

The survey invited school boards to suggest types of initiatives that could be undertaken jointly by the Ministry of Education and the boards.

The suggestions fell into three main categories: funding, resources, and training and development.

A complete list of suggested joint initiatives can be found in Appendix E.

#### **Funding**

Many boards suggested that additional funding should be provided for special employment equity projects.

#### **Resources**

In the area of resources relating to employment equity, some boards suggested that the ministry provide workshops on such topics as principles and procedures of employment equity, bias-free interviewing techniques, work and family, and leadership development. Workshops could also be offered through regional networks and as part of the annual Provincial Employment Equity School Board Conference.

Other boards suggested that the province develop an Employment Equity Information Bank which would contain concerns, solutions, examples of positive measures, questions, programs, workshops, and other resources related to employment equity. Some boards expressed an interest in seeing the compiled results of this and subsequent surveys.

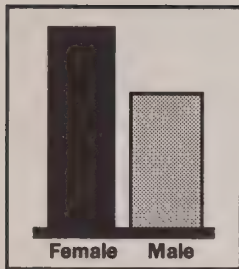
#### **Training and development**

In terms of improving women's access to upgrading programs to help them develop the qualifications required for administrative positions, it was suggested that the ministry undertake research to analyse the current representation of designated groups and determine why so few women aspire to administrative positions. It was also suggested that the ministry review the financial burden involved in taking upgrading courses to see if the cost represents a barrier for women or members of other designated groups. Interest was expressed by some boards in decentralizing upgrading courses.



## 4. Analysis of Female/Male Employment, 1991

On September 30, 1991, provincial school boards employed approximately 169 000 full-time staff members, of whom more than 60 per cent were women.



***Women account for approximately 60 per cent of school board staff members in Ontario.***

### Data Collection and Analysis

The data were collected through the School September Report, the September Board Report, and the Educator Data Base.

The twenty-one occupational categories listed in the school and board reports were combined into four major occupational groups:

- Group 1 includes senior board personnel: directors of education, assistant directors of education, and supervisory officers.
- Group 1A includes consultants.
- Group 2 includes educational staff: principals and vice-principals, classroom teachers, department heads, and other teachers (those who do not hold a regular classroom position, such as librarians and guidance personnel).
- Group 3 includes non-educational staff: other professional staff, para-professionals, clerical and secretarial staff, and other staff on a board's payroll (supervisory and non-supervisory).

Almost 2 per cent of the total work force fell into groups 1 and 1A; of the remaining 98 per cent, the majority fell into group 2. The breakdown for each group is as follows:

- Group 1: 0.5 per cent
- Group 1A: 1.2 per cent
- Group 2: 71.5 per cent
- Group 3: 27.1 per cent

### Occupational Categories

Policy/Program Memorandum No. 111 requires school boards to increase the representation of women to 50 per cent or more by the year 2000 in the following three positions: supervisory officer, principal, and vice-principal. However, the following 1990 and 1991 data reveal that, except in the position of elementary vice-principal, women are still greatly under-represented in these positions, even though their representation has increased since 1989.



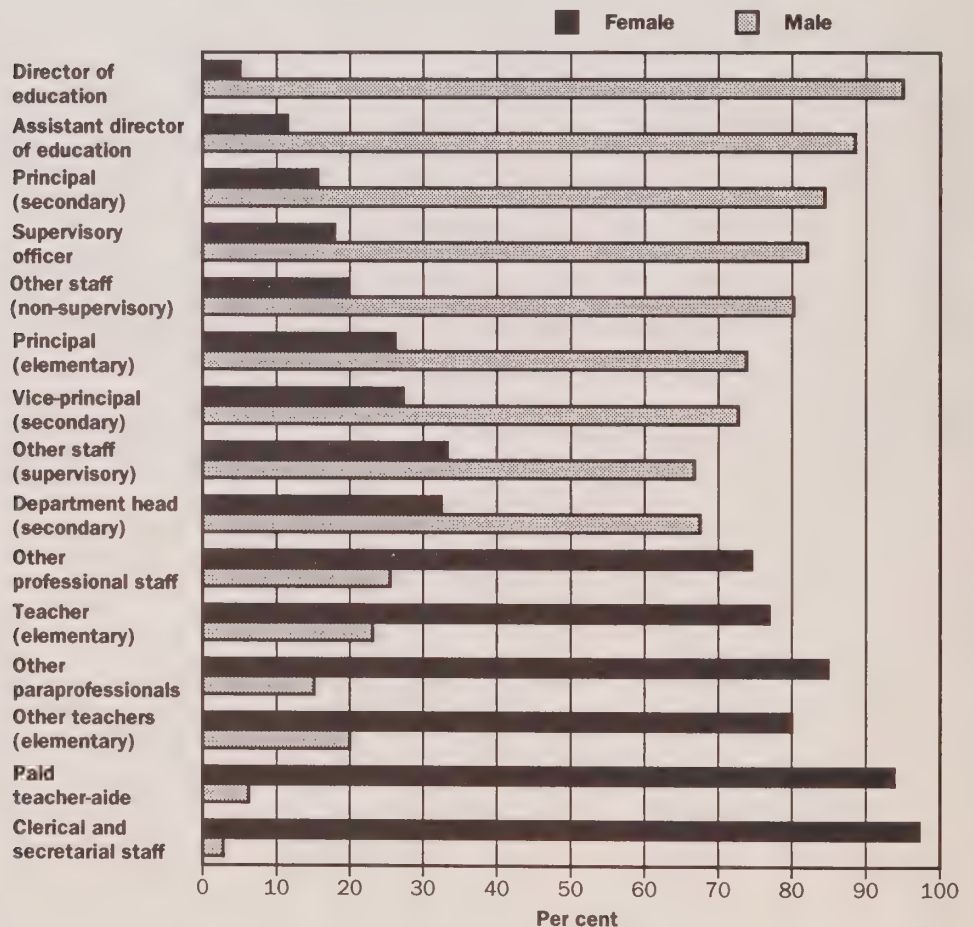
**Figure 1: Percentage of Women in Positions of Added Responsibility, 1990 and 1991**

Position	Percentage	
	1990	1991
Supervisory officer	16.6	17.9
Elementary principal	23.4	26.2
Elementary vice-principal	41.9	43.6
Secondary principal	13.7	15.6
Secondary vice-principal	24.6	27.3

Source: September Board Reports and Educator Data Base, 1990 and 1991, and table 3.1.

These data are particularly disappointing in view of the pool of qualified female personnel available for these positions. In 1991, women made up 53 per cent of all successful candidates for the Supervisory Officer's Certificate and 62 per cent of those achieving the Principal's Qualifications.

**Figure 2: Job Classifications With Predominant Gender, 1991**



Source: School September Report and September Board Report, 1991 and table 3.1.



Figure 2 shows fifteen gender-related job classifications in the educational workplace and the predominant gender in each. The following points should be noted:

- Elementary teachers were predominantly female (76.8 per cent).
- Of the secondary school vice-principals, 27.3 per cent were female and 72.7 per cent were male.

Table 3.1 shows that there were 6 female directors of education in 1991.\* Thus, the female representation at this level is 6, or 5.1 per cent, of the total number of 118 positions.

## Major Occupational Groups

An analysis of the data on the four major occupational groups (see table 3.2) reveals the following information:

### Groups 1 and 1A

- Of all men in senior positions, 8.6 per cent were directors or assistant directors of education, while only 0.7 per cent of all women in senior positions filled these roles in 1991.
- Of the 1298 females in groups 1 and 1A, 1150 (88.6 per cent) were consultants, while 801 (50.9 per cent) of the 1573 males in these groups were consultants.

### Group 2

- Of the 74 365 female educational staff members, 2440 (3.3 per cent) were principals or vice-principals; of the 46 680 male educational staff members, 5760 (12.5 per cent) were principals or vice-principals.
- Of the 74 365 female educational staff members, 63 059 (84.8 per cent) were classroom teachers; only 32 765 (70.2 per cent) of the 46 680 male educational staff members were classroom teachers.

### Group 3

- Approximately 26 per cent of all females in group 3 were paid teacher-aides, while fewer than 2.5 per cent of all males in this group were paid teacher-aides.
- Approximately 78 per cent of all males in group 3 were classified as other staff on board payrolls (non-supervisory), while fewer than 14 per cent of all females were classified in this way.

The female/male ratios for the job categories in group 3 showed that the traditional gender associations persist.

\*Since these data were compiled, one female director of education has left her board to join the staff of the Ministry of Education.



## 5. Comparative Analysis of Full-Time Educational Staff

### Public School Boards

#### Elementary Staff, 1978 and 1991

##### Distribution of female and male teachers

The percentages of female and male teachers, including those holding the positions of principal and vice-principal, were compared for 1978 and 1991 (see table 4.1).

- While the total number of positions of principal increased by 4.1 per cent, female representation in this position increased significantly, from 6.7 per cent to 24.5 per cent.
- Although three times as many females as males were teachers in 1991, men were three times as likely to fill the position of principal.
- The percentage of female elementary vice-principals in 1991 was 44.6, almost triple the 15.5 per cent figure in 1978.

#### Secondary Staff, 1978 and 1991

##### Distribution of female and male teachers

The following information is derived from table 4.2:

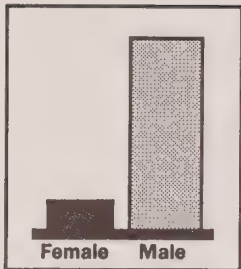
- Although women were approaching parity with men in the classroom (43.1 per cent), they only filled 14.1 per cent of the positions of secondary school principal in 1991.
- From 1978 to 1991, although the number of positions of secondary school principal decreased by 37, the number of female secondary school principals increased by 59.
- In 1991, there was an increase of 171 female secondary school vice-principals over the 1978 number, although the total number of positions of secondary school vice-principal increased by only 55.

##### Highest teaching level

The 1987 data provide an appropriate base for comparison with 1991 data because of identical data categories.

Table 4.3 provides the following information:

- Women continued to dominate as teachers in the public school system.
- In 1991, female teachers continued to outnumber male teachers in all the grades from Junior Kindergarten to Grade 10.
- Although male teachers outnumbered female teachers in the Senior Division, women have made slight gains. There were increases in the number of female teachers of 6.4 per cent in Grades 11-12, and 7.7 per cent in Grade 13/OACs.



*In 1991, 15.6 per cent of secondary principals were female.*



## **Roman Catholic Separate School Boards**

### **Elementary Staff, 1985 and 1991**

#### **Distribution of female and male teachers**

The following data are provided in table 4.4:

- Between 1985 and 1991, the total number of positions of principal and vice-principal increased by 302; of the total number of positions, 253 were filled by women.
- In 1991, approximately 4 out of 5 classroom teaching positions were held by women, whereas approximately 2 out of 3 positions of principal and vice-principal were held by men.

### **Secondary Staff, 1987 and 1991**

#### **Distribution of female and male teachers**

Table 4.5 provides the following data:

- In 1991, women held approximately 28 per cent of the positions of added responsibility (principal, vice-principal, department head).
- The number of positions of principal increased by 40 from 1987 to 1991. The net gain for men was 42, compared with a net loss for women of 2.
- The number of positions of vice-principal increased by 98 from 1987 to 1991. Of these new positions, 48 were held by men and 50 by women.

#### **Highest teaching level**

Table 4.6 reveals the following information about full-time teachers:

- Women outnumbered men in each grade from Junior Kindergarten to Grade 12 in 1991.









# Appendices



# A. Employment Equity for Women: Survey of School Boards



Ministry  
of  
Education  
Ontario

## Employment Equity for Women: Survey of School Boards

### Background Information

School Board Name: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Fax Number: \_\_\_\_\_

Regional Office Location: \_\_\_\_\_

### Employment Equity Responsibility

1. Name of Board Chairperson: \_\_\_\_\_

Name of Director of Education/  
Secretary of School Board: \_\_\_\_\_

Supervisory Officer responsible for  
Employment Equity: \_\_\_\_\_

Name \_\_\_\_\_

Title \_\_\_\_\_

Telephone Number \_\_\_\_\_

Staff responsible for day-to-day operations of  
Employment Equity: \_\_\_\_\_

Name \_\_\_\_\_

Title \_\_\_\_\_

Percentage of Time Allocated to Employment Equity during the period September 1, 1992 to August 31, 1993: \_\_\_\_\_ %

### Employment Equity Statistics

2. a) Please provide your board's most recent (September 1992) statistics for the following positions of added responsibility:

Positions of Added Responsibility	Total Number	No. of Females	% Females
Director of Education/Secretary of School Board			
Associate Director of Education			
Supervisory Officer			
Principal - Secondary			
Principal - Elementary			
Vice-Principal - Secondary			
Vice-Principal - Elementary			

b) Please provide the most recent (September 1992) statistics for other occupational categories in your board with less than 30% representation of women:

Occupational Categories (please specify)	Total Number	No. of Females	% Females



### Employment Equity Initiatives

3. Please identify the barriers that have impeded the promotion of women in your board.

Some examples of barriers could be lack of gender balance on interview panels; selection criteria that have not been screened for gender biases against women; and insufficient outreach for vacancies.

27-2968 (Revised 09/92) Page 2

### Employment Equity Initiatives

4. a) What strategies (special measures) has your board been undertaking in order to increase the number of women in positions of added responsibility and to address the barriers identified in question number 3?

Strategies might include: job shadowing; revising recruitment and selection policies and procedures, implementing a mentoring program, leadership programs for women or an outreach program.

Please be specific and use additional space if required.

27-2968 (Revised 09/92) Page 3

### Employment Equity Initiatives

4. b) What strategies (special measures) does your board intend to undertake over the next three years in order to increase the number of women in these positions and to help eliminate those barriers you identified?

Please be specific and use additional space if required.

27-2968 (Revised 09/92) Page 4



## Employment Equity Initiatives

5. Has your board developed or is your board in the process of developing any of the following policies?

Please be specific and use additional space if required.

a) Workplace or sexual harassment

☐ Yes ☐ No

b) Inclusive language

☐ Yes ☐ No

c) Work and family responsibilities

☐ Yes ☐ No

d) Other (please specify)

☐ Yes ☐ No



### Other Employment Equity Initiatives

6. Please provide any suggestions you have regarding initiatives which school boards and the ministry might undertake cooperatively.

### Signatures

Please provide signatures below and return completed survey to the Regional Office for the attention of the Regional Director by November 30, 1992.

\_\_\_\_\_  
Director of Education/Secretary of School Board

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chairperson of School Board

\_\_\_\_\_  
Date



## **B. Barriers to the Promotion of Women**

The barriers to the promotion of women that were identified by the school boards that participated in the survey are listed by category.

### **Attitudes and Perceptions**

- Sex-role stereotyping
- Family commitments (too much time taken away from family; compensation not high enough; a woman's years of experience decreased by maternity leave)
- Lack of interest in positions of added responsibility
- Lack of awareness of barriers
- Excessive demands (real or perceived) of positions of added responsibility
- Lack of jobs for spouses when considering job offers in another community

### **Communication**

- Lack of awareness of employment equity policies and procedures and of opportunities that are available
- Lack of information about employment equity goals and timetables

### **Recruitment and Selection**

- Systemic discrimination in board procedures and practices
- Lack of outreach and targeted recruitment activities
- Lack of gender balance on interview teams
- Lack of qualified internal candidates
- Predominance of male applicants for non-educational positions
- Use of seniority as basis of promotion
- Lack of performance appraisal
- Lack of support services such as day care

### **Vacancies**

- Lack of positions due to downsizing and the age of incumbents
- Lack of positions in small boards
- Lack of positions in northern areas due to job security

### **Training and Development**

- Lack of mentoring programs and of role models for non-educational and educational staff members
- Lack of qualifications of potential candidates
- Lack of assistance in obtaining necessary qualifications and experience
- Lack of regional courses to obtain qualifications
- Inconsistency in or lack of delivery of leadership training for women
- Necessity of travelling to obtain experience

### **Other**

- Lack of government funding



## **C. Strategies to Eliminate Barriers**

The strategies to eliminate barriers are listed in two groups: strategies that are currently being undertaken by boards and strategies that are to be undertaken by 1994. Within these groups, the strategies are grouped by category.

### **Current Strategies Being Undertaken by Boards**

#### **Communication**

- Providing employment equity awareness sessions for all staff members
- Encouraging senior management to meet with staff representatives to discuss employment equity concerns and initiatives
- Informing each qualified staff member from a designated group of positions that are available
- Informing all employees, both formally and informally, of the board's commitment to and support of employment equity; for example, using a staff newsletter to outline the employment equity initiatives of the board
- Encouraging staff members from designated groups to obtain qualifications

#### **Policies and procedures**

- Developing and implementing an employment equity action plan
- Initiating an employment equity committee that will report to the board on the progress of employment equity initiatives
- Collecting and analysing data concerning staff, recruitment and selection practices, appointments, and qualifications, and ensuring that this information is reported to the board
- Allocating a budget to employment equity initiatives
- Preparing an annual projection of vacancies in conjunction with plans on how to fill the vacancies to reach the employment equity goals
- Developing a policy on harassment and informing all employees about it
- Developing a policy on inclusive language which will apply to all policies and procedures developed by the board, to all of the board's practices, and to curriculum in all of the board's schools
- Conducting an employment systems review to identify and address systemic discrimination

#### **Recruitment and selection**

- Developing or revising hiring procedures to ensure balanced gender representation on every interview panel, training interviewers in employment equity, and providing feedback to interviewees
- Recruiting outside the board in order to achieve goals

#### **Training and development**

- Providing mentoring and job-shadowing programs, developmental opportunities, bridging positions, and support groups
- Providing employment equity resource materials and workshops and other training opportunities such as weekend retreats devoted to training and development, courses offered by the federations, and conferences



- Using annual employee performance appraisals to encourage potential leaders from the designated groups
- Providing educational sabbatical leave (some with 75 per cent salary)
- Using surveys to obtain information from staff members on training needs
- Developing a training program
- Establishing networks with universities and colleges in order to decentralize the location of the qualification courses
- Developing an internal pool of qualified candidates from the designated groups and appointing them to vacancies
- Encouraging teacher exchanges across the elementary and secondary panels
- Informing employees from designated groups of leadership training opportunities held at neighbouring boards and providing funds to help them attend
- Creating short-term positions of added responsibility for women or filling temporary positions of added responsibility with women

### **Strategies to Be Undertaken by 1994**

#### **Policies and procedures**

- Making employment equity a part of performance management for senior administrators
- Reviewing and revising, as needed, the internal personnel policy manual to ensure that new policies encourage and support female applicants, provide equitable access to positions of added responsibility, and do not have an adverse impact on members of designated groups
- Implementing the board's action plan to meet the goals and timetables and reviewing and evaluating all employment equity initiatives
- Continuing with the collection of data and creating an inventory of qualified women
- Employing an employment equity co-ordinator
- Establishing an employment equity committee
- Providing a budget for employment equity initiatives
- Planning procedures for initiating education leave
- Using surveys to obtain information from employees about sex-role stereotyping and the selection and promotion process
- Encouraging short-term appointments
- Developing procedures for filling vacancies
- Conducting a needs analysis among employees to determine where there is discrimination
- Revising the recruitment and selection procedure
- Encouraging the availability of child-care services
- Developing employment equity plans for each school
- Eliminating identified barriers and stereotypical attitudes
- Using inclusive language in all board policies, procedures, and selection and recruitment practices
- Conducting an employment systems review of all the board's policies, procedures, and practices
- Implementing a procedure for applying for positions of added responsibility and informing employees of it



**Recruitment and selection**

- Choosing qualified female candidates in competitions
- Increasing outreach activities for recruitment and monitoring and evaluating their success
- Working with unions to post opportunities outside the board
- Encouraging members of designated groups to apply for positions
- Publicising the actual duties of employees in positions of added responsibility
- Training interview teams in employment equity
- Encouraging cross-panel appointments

**Training and development**

- Providing workshops and other resources related to advanced qualifications, leadership, and balancing of work and family responsibilities
- Providing awareness sessions on employment equity and establishing an evaluation process to monitor the level of awareness among employees
- Establishing a leadership identification procedure and designing individual growth plans
- Developing a job catalogue listing the educational requirements and experience necessary to qualify for positions
- Focusing on job-sharing and mentoring programs and bridging positions for female staff in non-educational occupations

**Communication**

- Providing increased information about leadership and qualification courses for educational and non-educational female employees and encouraging their participation
- Informing staff members of the commitment to employment equity of the board director and chairperson
- Hosting employment equity conferences
- Implementing a communication strategy to promote understanding and support of employment equity



## **D. Policies Developed by School Boards, 1991**

Question 5 of the 1991 survey asked school boards to list policies that they had developed or were in the process of developing under the following categories:

- workplace discrimination or sexual harassment
- inclusive language
- work and family responsibility
- other

Such policies are necessary to help reduce barriers to the advancement of women. The potential benefits of such policies are illustrated in the descriptions given below. A board-by-board listing of policies developed follows these descriptions.

### **Workplace Discrimination or Sexual Harassment**

A policy dealing with discrimination and harassment in the workplace that is based on the Ontario Human Rights Code, 1981 would guarantee employees the right to fair and equitable conditions of employment without discrimination or harassment on the grounds of race or colour, ancestry, place of origin, ethnic origin, language or dialect spoken, citizenship, creed, gender, sexual orientation, age, marital status, family status, actual or perceived disability, and record of criminal offenses.

In developing such a policy an employer should be aware of the many forms that discrimination and harassment can take.

Discrimination can occur in areas such as recruitment, promotion, training, job transfer, receipt of benefits, dismissal, lay-off, disciplinary action, performance appraisal, and working conditions (e.g., overtime, hours of work, shift work).

Harassment is a form of discrimination that includes behaviour such as demands, threats, gestures, innuendos, remarks, jokes, slurs, displays of offensive material, physical or sexual assault, or taunting a person about his or her body, clothing, habits, customs, or mannerisms. Harassment can also include inappropriate, or unwelcome, attention to or comments about a person's physical characteristics or appearance, or the refusal to accommodate an employee who is pregnant or one who has a disability.

In certain situations harassment is not directed at a specific person but, for example, takes the form of offensive remarks or displays of offensive materials about a particular group of people. An environment in which this occurs is called a poisoned work environment.

### **Inclusive Language**

An inclusive-language policy commits an employer to eliminating stereotyping and bias based on gender, as well as sexist language in all forms of communication.



## Work and Family Responsibilities

Policies on work and family responsibilities include family-supportive policies and working arrangements that help employees achieve a balance between their on-the-job and off-the-job lives; for example, a range of benefits, arrangements for child and elder care, or flexible working hours.

### Board by Board Listing of Policies

#### Central Region

Board	Policy on Workplace Discrimination or Sexual Harassment	Policy on Inclusive Language	Policy on Work and Family Responsibilities	Other Policies
Brant County B of E	*			– safe workplace
Dufferin-Peel RCSSB	*	*		– multicultural/ race relations
Durham B of E	*	*	*	
Haldimand-Norfolk RCSSB	*			
Haliburton County B of E	*			
Hamilton, B of E for the City of	*			– mentoring – applicant tracking form
Metropolitan Toronto S B	*			
Niagara South B of E	*	*		– leave
		(guideline)		
North York, B of E for the City of	*	*	*	– guidelines for speakers
Northumberland and Newcastle B of E	*	*		– multicultural race relations/ethno- cultural equity
Prince Edward County B of E	*			
Waterloo County B of E	*	*	*	– elder-care leave program
Wellington County B of E	*	*		
York (City) B of E	*	*		– interview proce- dures
York Region B of E	*			– race relations

\* An asterisk indicates that the board has developed an appropriate policy.



## Eastern Region

Board	Policy on Workplace Discrimination or Sexual Harassment	Policy on Inclusive Language	Policy on Work and Family Responsibilities	Other Policies
Carleton B of E				– racial and ethno-cultural equity
Frontenac-Lennox and Addington County RCSSB	*		*	– personnel policy manual
Leeds and Grenville County B of E	*			
Ottawa-Carleton, Conseil scolaire de langue française d'	*		*	
Prescott and Russell County B of E	*(pending approval)	*(pending approval)		
Prescott and Russell County RCSSB		*		

## Midnorthern Region

Asquith-Garvey District SAB	*			– selection, promotion, recruitment
Dubreuilville RCSSB	*			– selection, promotion, recruitment
Foley District SAB	*	*		
Foley RCSSB	*	*		
Gogama District SAB	*			– selection, promotion, recruitment
Gogama RCSSB	*			
Hornepayne RCSSB				
Missarenda District SAB	*			
North Shore B of E	*	*		– recruitment, promotion

\* An asterisk indicates that the board has developed an appropriate policy.



## Northeastern Region

Board	Policy on Workplace Discrimination or Sexual Harassment	Policy on Inclusive Language	Policy on Work and Family Responsibilities	Other Policies
Kapuskasing District RCSSB	*	*		
Muskoka B of E	*	*		
Nipissing B of E	*			
Timmins B of E	*	*		
Timmins RCSSB	*	*		– hiring and promotion

## Northwestern Region

Atikokan RCSSB				
Connell and Ponsford District SAB				
Fort Frances-Rainy River B of E	*			
Geraldton District RCSSB	*	*	*	
Kenora B of E	*	*		– recruitment and promotion – recruitment and selection – race relations – performance evaluation
Lake Superior B of E	*	*		– recruitment and selection
Mine Centre District SAB				
Nipigon-Red Rock B of E	*	*		
Red Lake RCSSB				
Summer Beaver District SAB				

\* An asterisk indicates that the board has developed an appropriate policy.



## Western Region

Board	Policy on Workplace Discrimination or Sexual Harassment	Policy on Inclusive Language	Policy on Work and Family Responsibilities	Other Policies
Huron County B of E	*	(communication report approved by part of board)		
Huron-Perth County RCSSB	*	*		
Kent County B of E	*	*		
Kent County RCSSB	*			
Lambton County B of E	*			– human relations (racial/multicul- tural issues)
Lambton County RCSSB	*			
London, B of E for the City of	*			– revised promotion practices

---

\* An asterisk indicates that the board has developed an appropriate policy.



## **E. Suggestions for Board and Ministry Joint Initiatives**

These suggestions are listed according to the frequency with which they appeared on the survey.

1. Providing funding directed to special employment equity projects
2. Providing workshops on topics such as principles of and procedures for employment equity, bias-free interviewing techniques, balancing of work and family responsibilities, leadership development
3. Facilitating employment equity workshops through the regional school board networks and the Provincial Employment Equity School Board Conference
4. Decentralizing additional qualification courses and examining the financial restrictions encountered by persons wishing to take these courses
5. Providing resource materials (Ministry of Education)
6. Facilitating meetings of the regional employment equity networks
7. Providing a provincial Employment Equity Information Bank that will provide data on concerns, solutions, questions, programs, and workshops related to employment equity
8. Undertaking research to determine why women do not aspire to positions of added responsibility; reviewing the roles of principal and supervisory officer and relating them to the needs of women employees
9. Preparing an inclusive-language manual in French
10. Analysing the representation of the designated groups
11. Providing examples of special measures that will help to ensure implementation of Policy/Program Memorandum No. 111
12. Promoting the sharing of resource materials among boards
13. Ensuring that the representation of applicants admitted to the faculties of education reflects the ministry's employment equity requirements
14. Revising Policy/Program Memorandum No. 111 to indicate that 50 per cent of new appointees must be women
15. Using existing programs, such as the summer employment projects for child care, to make it easier for women to obtain qualifications
16. Developing a hiring and promotion policy to serve as a prototype for adaptation by small boards
17. Developing a public relations program to promote employment equity in a positive manner
18. Arranging employment equity conferences more than once a year



19. Developing a resource centre to provide materials related to women and racial minorities
20. Providing career planning for non-educational staff
21. Working with centres for teacher education to make cross-panel transfers easier
22. Sharing results of surveys
23. Providing collaborative training programs and job pools for non-traditional positions





# Tables



**Table 1.1: Successful Female Candidates for the Principal's Qualifications and the Supervisory Officer's Certificate, 1980-91**

Year	Principal's Qualifications		Supervisory Officer's Certificate	
	Total Candidates	% Female of Total Candidates	Total Candidates	% Female of Total Candidates
1980	130	27	173	22
1981	123	22	129	24
1982	580	32	73	26
1983	255	30	109	32
1984	302	36	89	27
1985	377	42	120	30
1986	453	45	120	40
1987	476	46	131	35
1988	545	53	112	43
1989	566	54	125	51
1990	537	62	150	42
1991	810	62	120	53

Source: Centre for Teacher Education, Registrar Services Unit, Ontario Ministry of Education, 1991.



**Table 2.1: Women in Positions of Added Responsibility, Competitions, and Potential Appointees, by Region and Board, 1991**

Region/Board	Elementary				Secondary				Boards				Competitions				No. of Potential Female Appointees	
	Principals		Vice-Principals		Principals		Vice-Principals		Principals		Vice-Principals		Principals		Vice-Principals		No. of Potential Female Appointees	
	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Potential Female Appointees	No. of Potential Female Appointees
<b>Central Region</b>																		
Brant County B of E	38	15.8	11	27.3	6	16.7	9	11.1	6	16.7	10	14	3	1	1	1	1	1
Brant County RCSSB	18	27.8	1	0.0	1	0.0	2	50.0	3	0.0	4	8	2	4	0	0	0	0
Campbell Children's School B of E	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0	0	0	0	0
Cardif-Bicroft CRCSSB	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0	0	0	0	0
Conseil des écoles françaises de la communauté urbaine de Toronto	3	66.7	1	100.0	1	0.0	0	0.0	3	66.7	3	2	1	0	0	1	0	1
Dufferin County B of E	11	45.5	11	36.4	2	50.0	4	50.0	3	0.0	1	0	0	0	0	0	3	3
Dufferin-Peel RCSSB	92	26.1	76	38.2	15	6.7	31	29.0	19	21.1	13	31	7	0	0	145	145	145
Durham B of E	102	21.6	68	36.8	17	11.8	34	32.4	15	13.3	2	47	3	0	0	54	54	54
Durham Region RCSSB	37	24.3	16	31.3	7	14.3	9	22.2	8	25.0	6	10	3	12	2	2	2	2
East York B of E	21	42.9	15	53.3	5	0.0	10	30.0	8	37.5	3	3	2	23	3	23	3	3
Etobicoke B of E	53	30.2	45	37.8	15	26.7	26	26.9	15	26.7	1	0	8	55	4	55	4	4
Haldimand B of E	17	11.8	6	83.3	4	25.0	3	0.0	3	0.0	7	6	4	6	0	6	0	0
Haldimand-Norfolk RCSSB	14	7.1	4	50.0	0	0.0	0	0.0	3	0.0	1	1	1	2	0	2	0	0
Haliburton County B of E	7	28.6	2	50.0	1	0.0	1	0.0	1	0.0	1	1	1	0	1	0	1	1
Halton B of E	73	32.9	47	68.1	15	26.7	30	40.0	14	21.4	12	36	8	44	5	44	5	5
Halton RCSSB	31	35.5	13	46.2	6	0.0	7	28.6	4	0.0	6	12	1	0	0	0	0	0
Hamilton B of E	77	23.4	21	57.1	19	15.8	26	23.1	9	22.2	1	3	3	30	6	30	6	6
Hamilton-Wentworth RCSSB	52	32.7	15	33.3	7	14.3	10	30.0	10	30.0	15	8	0	64	5	64	5	5
Hastings County B of E	42	19.0	26	30.8	8	12.5	15	33.3	7	14.3	1	18	6	0	0	0	0	0
Hastings Prince Edward County RCSSB	16	31.3	3	0.0	2	50.0	3	33.3	3	0.0	3	3	2	2	0	2	0	0
Hugh MacMillan Centre B of E	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0	0	0	0	0
Lincoln County B of E	53	17.0	36	27.8	13	15.4	20	15.0	8	12.5	10	8	3	15	2	15	2	2
Lincoln County RCSSB	23	17.4	8	62.5	2	0.0	6	33.3	4	0.0	5	7	3	6	0	6	0	0
Metropolitan Separate School Board	194	34.0	86	48.8	36	30.6	64	43.8	43	23.3	2	26	22	145	40	145	40	40
Metropolitan Toronto School Board	35	71.4	3	66.7	0	0.0	0	0.0	9	11.1	0	0	0	0	1	0	1	1
Niagara Peninsula Crippled Children's B of E	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0	0	0	0	0
Niagara South B of E	64	17.2	16	56.3	14	7.1	16	12.5	11	18.2	1	8	4	37	1	37	1	1
Norfolk B of E	21	9.5	15	46.7	6	16.7	6	33.3	5	0.0	2	4	0	19	0	19	0	0
North York B of E	101	37.6	54	57.4	20	40.0	55	40.0	23	30.4	2	48	20	11	0	11	0	0
Northumberland & Newcastle B of E	50	14.0	27	55.6	7	0.0	10	40.0	7	28.6	1	4	1	7	6	7	6	6
Peel B of E	143	25.2	107	56.1	28	10.7	52	30.8	19	15.8	2	55	17	0	14	0	14	14
Penetanguishene PSSB	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0	0	0	0	0
Peterborough County B of E	34	20.6	20	45.0	7	14.3	8	37.5	6	16.7	6	7	2	1	3	1	3	3
Peterborough Victoria Northumberland & Newcastle RCSSB	27	22.2	18	27.8	3	33.3	4	25.0	4	0.0	0	0	0	13	1	13	1	1
Prince Edward County B of E	8	12.5	9	33.3	2	0.0	2	0.0	2	50.0	1	4	1	1	1	1	1	1
Scarborough B of E	153	22.9	70	38.6	28	21.4	54	31.5	29	10.3	1	59	6	0	0	0	0	0
Simcoe County B of E	83	16.9	74	36.5	15	20.0	24	25.0	13	30.8	2	53	11	73	6	73	6	6
Simcoe County RCSSB	36	25.0	16	31.3	7	0.0	6	33.3	6	16.7	4	0	1	18	0	18	0	0
Toronto B of E	116	28.4	85	65.9	27	18.5	57	28.1	27	40.7	1	23	7	121	6	121	6	6
Victoria County B of E	19	15.8	18	27.8	4	50.0	6	33.3	3	0.0	3	6	2	0	17	0	17	17
Waterloo County B of E	95	15.8	54	40.7	18	0.0	35	20.0	16	12.5	2	31	7	62	7	62	7	7
Waterloo North Children's Centre B of E	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0	0	0	0	0



Table 2.1 (cont.)

Region/Board	Elementary				Secondary				Boards				Competitions				No. of Potential Female Appointees <sup>a</sup>	
	Principals		Vice-Principals		Principals		Vice-Principals		Supervisory Officers		No. of Females Interviewed		No. of Females Appointed		For Principal's Position		For Supervisory Officer's Position	
	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females
Waterloo Region RCSSB	46	21.7	1	100.0	5	0.0	9	44.4	12	25.0	6	14	0	0	3	3	0	0
Welland County RCSSB	39	15.4	11	18.2	6	0.0	8	12.5	8	12.5	11	11	2	16	2	2	16	2
Wellington County B of E	50	20.0	25	44.0	9	0.0	11	36.4	9	22.2	2	7	4	12	2	2	12	2
Wellington County RCSSB	20	40.0	3	33.3	5	0.0	3	0.0	5	0.0	4	4	0	0	0	0	0	0
Wentworth County B of E	34	17.6	12	25.0	7	14.3	9	22.2	5	20.0	1	5	0	11	4	4	11	4
York (City) B of E	28	25.0	19	47.4	11	18.2	18	50.0	10	30.0	4	7	12	5	35	7	35	7
York Region B of E	104	38.5	65	61.5	20	10.0	33	30.3	23	13.0	1	36	40	0	111	13	111	13
York Region RCSSB	57	33.3	28	39.3	6	0.0	21	38.1	15	13.3	4	11	1	67	8	67	8	8
Central Region Total	2341	26.3	1261	46.1	437	16.0	757	31.2	456	20.0	28	443	653	174	1024	243		
Eastern Region																		
Carleton B of E	63	17.5	63	33.3	17	23.5	16	25.0	11	18.2	1	0	7	0	98	14	98	14
Carleton RCSSB	34	41.2	11	27.3	2	0.0	9	22.2	8	12.5	3	8	19	1	0	26	0	26
Conseil scolaire de langue française d'Ottawa-Carleton	0	0.0	0	0.0	0	0.0	0	0.0	2	0.0	0	0	0	0	0	0	0	0
Conseil scolaire de langue française d'Ottawa-Carleton, Section catholique	44	25.0	9	55.6	7	14.3	8	25.0	8	12.5	11	21	4	1	1	1	1	1
Conseil scolaire de langue française d'Ottawa-Carleton, Section publique	7	42.9	6	66.7	5	40.0	11	18.2	4	0.0	6	13	4	0	0	0	0	0
Frontenac County B of E	44	27.3	29	27.6	7	0.0	12	25.0	5	40.0	5	11	20	5	83	5	83	5
Frontenac-Lennox and Addington County RCSSB	16	43.8	7	42.9	3	33.3	4	0.0	3	33.3	0	0	0	0	4	0	4	0
Lanark County B of E	15	6.7	9	66.7	4	0.0	6	16.7	5	0.0	5	0	0	0	0	6	0	6
Lanark Leads and Grenville County RCSSB	15	26.7	8	62.5	1	0.0	2	0.0	3	33.3	1	8	4	4	4	1	4	1
Leeds & Grenville County B of E	36	11.1	16	56.3	8	25.0	9	11.1	5	0.0	2	9	12	6	11	0	11	0
Lennox & Addington County B of E	15	26.7	7	57.1	3	0.0	3	0.0	4	0.0	1	5	9	3	0	3	0	3
Ottawa B of E	53	35.8	46	56.5	17	23.5	33	24.2	9	22.2	24	39	15	26	11	26	11	11
Ottawa Children's Treatment Centre B of E	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0	0	0	0	0
Ottawa RCSSB	28	32.1	8	50.0	2	50.0	4	25.0	7	14.3	1	3	7	1	11	2	11	2
Prescott & Russell County B of E	6	16.7	3	100.0	3	0.0	2	0.0	2	0.0	2	1	2	0	3	0	3	0
Prescott & Russell County RCSSB	27	3.7	11	36.4	5	20.0	5	20.0	6	0.0	2	14	28	6	8	1	8	1
Renfrew County B of E	26	23.1	7	57.1	8	12.5	9	0.0	4	0.0	4	7	0	5	2	5	2	2
Renfrew County RCSSB	24	54.2	2	100.0	2	0.0	0	0.0	4	25.0	4	4	12	3	0	0	0	0
Stormont Dundas & Glengarry County B of E	31	12.9	3	0.0	9	22.2	11	9.1	5	0.0	2	3	1	10	1	10	1	1
Stormont Dundas & Glengarry County RCSSB	42	33.3	0	0.0	4	25.0	5	20.0	6	16.7	1	1	1	0	7	7	7	7
Eastern Region Total	527	26.4	245	45.3	107	18.7	149	18.1	101	12.9	11	111	208	53	271	80		



Midnorthern Region														
Asquith-Garvey District SAB	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0
Central Algoma B of E	6	16.7	6	50.0	1	0.0	1	100.0	0	0.0	2	1	0	0
Chapleau B of E	1	0.0	0	0.0	1	100.0	0	0.0	0	0.0	0	0	0	0
Chapleau District RCSSB	2	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0
Dubreuilville RCSSB	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0
Espanola B of E	5	20.0	6	33.3	1	0.0	1	0.0	1	0.0	4	3	2	0
Foleyet District SAB	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0
Foleyet RCSSB	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0
Gogama District SAB	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0
Gogama RCSSB	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0
Hornepayne B of E	1	100.0	0	0.0	1	0.0	0	0.0	0	0.0	0	0	0	0
Hornepayne RCSSB	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0
Manitoulin B of E	4	25.0	3	33.3	1	0.0	1	0.0	1	0.0	0	0	0	0
Michipicoten B of E	1	0.0	1	0.0	2	0.0	1	0.0	1	0.0	0	0	0	0
Michipicoten District RCSSB	3	66.7	1	0.0	0	0.0	0	0.0	0	0.0	1	3	1	0
Missarenda District SAB	2	50.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0
North Shore B of E	10	20.0	7	28.6	5	0.0	4	0.0	0	0.0	2	0	0	0
North Shore District RCSSB	12	41.7	0	0.0	0	0.0	0	0.0	0	0.0	1	1	1	0
Sault Ste. Marie B of E	33	15.2	14	14.3	5	0.0	5	0.0	5	20.0	1	4	4	1
Sault Ste. Marie District RCSSB	22	36.4	21	28.6	4	25.0	5	40.0	5	20.0	3	0	0	1
Sudbury B of E	41	22.0	20	40.0	12	8.3	15	6.7	8	50.0	3	14	2	15
Sudbury District RCSSB	67	26.9	13	61.5	6	50.0	9	44.4	11	27.3	7	7	5	3
Midnorthern Region Total														
	217	26.7	92	34.8	39	15.4	42	19.0	40	25.0	1	33	12	35
														9
Northeastern Region														
Airy & Sabine District SAB	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0
Canfield District SAB	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0
Cochrane Iroquois Falls/Black River B of E	9	22.2	1	0.0	2	0.0	3	0.0	2	50.0	1	0	0	0
Cochrane Iroquois Falls/Black River RCSSB	9	22.2	1	100.0	2	0.0	0	0.0	2	0.0	1	1	0	0
East Parry Sound B of E	11	9.1	6	33.3	0	0.0	2	0.0	2	0.0	0	0	0	2
Hearst B of E	1	0.0	1	100.0	1	0.0	0	0.0	0	0.0	0	0	0	0
Hearst District RCSSB	6	83.3	3	100.0	1	0.0	0	0.0	0	0.0	1	1	1	0
James Bay Lowlands SS	0	0.0	0	0.0	1	0.0	1	0.0	1	0.0	0	0	0	0
Kapuskasing B of E	2	50.0	0	0.0	2	0.0	1	0.0	0	0.0	3	1	0	0
Kapuskasing District RCSSB	11	54.5	8	62.5	3	0.0	2	0.0	2	0.0	1	0	0	2
Kirkland Lake B of E	5	20.0	0	0.0	2	50.0	1	0.0	1	0.0	1	1	0	0
Kirkland Lake District RCSSB	6	50.0	0	0.0	0	0.0	0	0.0	0	0.0	1	1	1	0
Moose Factory Island District SAB	1	0.0	1	100.0	0	0.0	0	0.0	0	0.0	0	0	0	0
Moosonee District SAB	1	0.0	1	100.0	0	0.0	0	0.0	0	0.0	1	1	0	0
Moosonee RCSSB	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0
Murchison and Lyell District SAB	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0
Muskoka B of E	16	18.8	15	20.0	3	33.3	3	0.0	0	0.0	0	0	0	0
Nipissing B of E	22	40.9	15	26.7	6	16.7	8	12.5	4	0.0	7	6	2	1
Nipissing District RCSSB	30	23.3	2	50.0	4	0.0	6	0.0	6	0.0	3	4	1	6
Parry Sound RCSSB	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0
Smoky Falls District SAB	0	0.0	0	0.0	2	0.0	0	0.0	0	0.0	0	0	0	0
Timiskaming B of E	6	0.0	7	71.4	2	0.0	3	0.0	3	0.0	3	0	0	0
Timiskaming District RCSSB	7	42.9	1	100.0	1	0.0	1	0.0	1	0.0	1	0	0	1
Timmins B of E	12	33.3	3	33.3	2	0.0	3	33.3	3	0.0	0	0	0	6
Timmins RCSSB	17	29.4	2	100.0	2	50.0	4	0.0	5	0.0	4	1	0	1
West Parry Sound B of E	9	22.2	2	50.0	1	0.0	2	0.0	2	0.0	4	4	1	0
Northeastern Region Total														
	186	30.6	69	44.9	35	11.4	40	5.0	38	2.6	4	21	6	48
														17



[illegible]



<b>Western Region</b>															
Bruce County B of E	22	18.2	22	22.7	5	0.0	6	16.7	5	20.0	9	14	5	9	2
Bruce-Grey County RCSSB	10	50.0	2	50.0	2	0.0	2	0.0	4	25.0	4	2	1	0	1
Elgin County B of E	24	20.8	14	28.6	5	0.0	7	28.6	4	25.0	1	6	0	0	2
Elgin County RCSSB	5	40.0	1	0.0	2	0.0	1	0.0	2	50.0	1	2	1	2	0
Essex County B of E	30	13.3	15	40.0	9	11.1	9	22.2	8	25.0	1	5	3	7	2
Essex County Children's Rehabilitation B of E	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0	0
Essex County RCSSB	29	24.1	4	50.0	4	25.0	5	20.0	6	33.3	7	6	4	0	11
Grey County B of E	24	41.7	19	36.8	4	25.0	5	20.0	5	40.0	3	8	2	2	2
Huron County B of E	24	20.8	13	46.2	5	0.0	6	33.3	4	0.0	2	4	0	7	2
Huron-Perth County RCSSB	17	23.5	3	33.3	1	0.0	1	0.0	3	0.0	1	2	1	0	0
Kent County B of E	28	17.9	21	9.5	8	0.0	13	30.8	4	0.0	6	5	3	18	2
Kent County RCSSB	21	19.0	7	57.1	2	100.0	2	50.0	6	0.0	3	2	1	5	0
Lambton County B of E	41	19.5	13	69.2	8	25.0	10	20.0	6	0.0	22	14	11	10	1
Lambton County RCSSB	18	33.3	19	36.8	2	0.0	2	50.0	5	0.0	11	9	5	0	5
London B of E	67	29.9	66	36.4	14	0.0	32	31.3	16	25.0	24	23	9	25	7
London & Middlesex County RCSSB	33	21.2	18	38.9	5	0.0	8	50.0	7	14.3	9	15	7	3	1
Middlesex County B of E	28	14.3	19	52.6	5	0.0	7	28.6	5	0.0	8	13	5	0	0
Oxford County B of E	36	19.4	22	36.4	7	28.6	10	10.0	6	16.7	4	1	1	7	2
Oxford County RCSSB	8	50.0	1	0.0	0	0.0	1	100.0	3	33.3	1	0	0	0	0
Perth County B of E	25	20.0	14	50.0	4	0.0	8	37.5	5	40.0	9	11	5	10	1
Thames Valley Children's Centre B of E	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0	0
Windsor B of E	38	26.3	28	39.3	11	9.1	13	23.1	9	22.2	10	11	6	0	11
Windsor RCSSB	37	16.2	13	15.4	5	20.0	10	10.0	6	16.7	3	5	0	12	1
<b>Western Region Total</b>	<b>566</b>	<b>23.3</b>	<b>334</b>	<b>36.8</b>	<b>108</b>	<b>10.2</b>	<b>158</b>	<b>26.6</b>	<b>119</b>	<b>18.5</b>	<b>4</b>	<b>143</b>	<b>165</b>	<b>70</b>	<b>53</b>
<b>Provincial Total</b>	<b>3982</b>	<b>26.3</b>	<b>2063</b>	<b>43.7</b>	<b>749</b>	<b>15.0</b>	<b>1174</b>	<b>27.2</b>	<b>776</b>	<b>17.9</b>	<b>53</b>	<b>791</b>	<b>1122</b>	<b>331</b>	<b>424</b>

Source: September School and Board Reports and Educator Data Base, 1991.

a Number of female board employees who hold the Principal's Qualifications or the Supervisory Officer's Certificate but who are employed in other positions.

b Women who received the Supervisory Officer's Certificate, 1991 (Source: Centre for Teacher Education, 1991).



**Table 3.1: Distribution of Full-Time Employees by Gender,  
Within Occupational Category, September 30, 1991<sup>a</sup>**

Occupational Category	Provincial Distribution . . . . .			
	Males		Females	
	No.	%	No.	%
<b>Group 1</b>				
Directors of education <sup>b</sup>	112	94.9	6	5.1
Assistant directors of education	23	88.5	3	11.5
Supervisory officers	637	82.1	139	17.9
<b>Total (Group 1)</b>	<b>772</b>		<b>148</b>	
<b>Group 1A</b>				
Consultant staff	801	41.1	1 150	58.9
<b>Total (Groups 1 and 1A)</b>	<b>1 573</b>		<b>1 298</b>	
<b>Group 2 <sup>c</sup></b>				
Principals				
Elementary	3 025	73.8	1 073	26.2
Secondary	682	84.4	126	15.6
Vice-principals				
Elementary	1 186	56.4	916	43.6
Secondary	867	72.7	325	27.3
Department heads <sup>d</sup>				
Secondary	6 020	67.5	2 900	32.5
Teachers				
Elementary	14 585	23.2	48 311	76.8
Secondary	18 180	55.2	14 748	44.8
Other Teachers <sup>e</sup>				
Elementary	1 260	20.0	5 030	80.0
Secondary	875	48.3	936	51.7
<b>Total (Group 2)</b>	<b>46 680</b>		<b>74 365</b>	
<b>Group 3</b>				
Other professional staff <sup>f</sup>				
(non-teaching)	549	25.5	1 607	74.5
Paraprofessionals				
Paid teacher-aides	451	6.2	6 826	93.8
Technicians	598	72.6	226	27.4
Other <sup>g</sup>	180	15.1	1 016	84.9
Clerical and secretarial	352	2.8	12 188	97.2
Other staff on board's payroll <sup>h</sup>				
Supervisory	2 073	66.7	1 033	33.3
Non-supervisory	14 723	80.2	3 631	19.8
<b>Total (Group 3)</b>	<b>18 926</b>		<b>26 527</b>	
<b>Total (Groups 1, 1A, 2, 3)</b>	<b>67 179</b>		<b>102 190</b>	

Source: September School and Board Reports, Educator Data Base, 1991.

<sup>a</sup> This table includes data on both school and board personnel from all types of boards.

<sup>b</sup> One male director serves as a part-time director for two boards.

<sup>c</sup> In this edition of table 3.2, the figures for Group 2 include data on both school and board personnel and are, therefore, not comparable with those from previous years. Moreover, the figures for Group 2 may not be identical throughout the report because of the different approaches used to summarize the data.

<sup>d</sup> Figures for elementary school department heads have been included with those for elementary school teachers.

<sup>e</sup> Refers to school staff who have non-instructional duties, such as guidance personnel and librarians.

<sup>f</sup> Includes personnel with professional qualifications providing educational services to students, such as psychologists, social workers, and attendance counsellors.

<sup>g</sup> Includes such staff as chaplains, lifeguards, outdoor education staff, lunchroom supervisors, and nurses-aides.

<sup>h</sup> Includes staff employed in public information, food services, plant operation and maintenance, and pupil transportation.



**Table 3.2: Distribution of Full-Time Employees by Gender, Within Major Occupational Groups and Across Major Occupational Groups, September 30, 1991<sup>a</sup>**

Occupational Group	Provincial Distribution .....					
	Males			Females		
	No.	%	% of Grand Total	No.	%	% of Grand Total
<b>Group 1</b>						
Directors of education <sup>b</sup>	112	7.1		6	0.5	
Assistant directors of education	23	1.5		3	0.2	
Supervisory officers	637	40.5		139	10.7	
<b>Total (Group 1)</b>	<b>772</b>			<b>148</b>		
% of grand total in Group 1			1.1			0.1
<b>Group 1A</b>						
Consultant staff	801	50.9		1 150	88.6	
% of grand total in Group 1A			1.2			1.1
<b>Total (Groups 1 and 1A)</b>	<b>1 573</b>	<b>100.0</b>		<b>1 298</b>	<b>100.0</b>	
<b>Group 2 <sup>c</sup></b>						
Principals						
Elementary	3 025	6.5		1 073	1.4	
Secondary	682	1.5		126	0.2	
Vice-principals						
Elementary	1 186	2.5		916	1.2	
Secondary	867	1.9		325	0.4	
Department heads <sup>d</sup>						
Secondary	6 020	12.9		2 900	3.9	
Teachers						
Elementary	14 585	31.2		48 311	65.0	
Secondary	18 180	38.9		14 748	19.8	
Other teachers <sup>e</sup>						
Elementary	1 260	2.7		5 030	6.8	
Secondary	875	1.9		936	1.3	
<b>Total (Group 2)</b>	<b>46 680</b>	<b>100.0</b>		<b>74 365</b>	<b>100.0</b>	
% of grand total in Group 2			69.5			72.8



**Table 3.2 (cont.)**

Occupational Group	Provincial Distribution .....					
	Males			Females		
	No.	%	% of Grand Total	No.	%	% of Grand Total
<b>Group 3</b>						
Other professional staff <sup>f</sup>						
(non-teaching)	549	2.9		1 607	6.1	
Paraprofessionals						
Paid teacher-aides	451	2.4		6 826	25.7	
Technicians	598	3.2		226	0.9	
Other <sup>g</sup>	180	1.0		1 016	3.8	
Clerical and secretarial	352	1.9		12 188	45.9	
Other staff on board's payroll <sup>h</sup>						
Supervisory	2 073	11.0		1 033	3.9	
Non-supervisory	14 723	77.8		3 631	13.7	
<b>Total (Group 3)</b>	<b>18 926</b>	<b>100.0</b>		<b>26 527</b>	<b>100.0</b>	
% of grand total in Group 3			28.2			26.0
<b>Grand Total (Groups 1, 1A, 2, 3)</b>	<b>67 179</b>		<b>100.0</b>	<b>102 190</b>		<b>100.0</b>

Source: September School and Board Reports and Educator Data Base, 1991.

- a This table includes data on both school and board personnel from all types of boards.
- b One male director serves as a part-time director for two boards.
- c In this edition of table 3.2, the figures for Group 2 include data on both school and board personnel and are, therefore, not comparable with those from previous years. Moreover, the figures for Group 2 may not be identical throughout the report because of the different approaches used to summarize the data.
- d Figures for elementary school department heads have been included with those for elementary school teachers.
- e Refers to school staff who have non-instructional duties, such as guidance personnel and librarians.
- f Includes personnel with professional qualifications providing educational services to students, such as psychologists, social workers, and attendance counsellors.
- g Includes such staff as chaplains, lifeguards, outdoor education staff, lunchroom supervisors, and nurses-aides.
- h Includes staff employed in public information, food services, plant operation and maintenance, and pupil transportation.



**Table 4.1: Public School Boards, Elementary: Distribution of Full-Time Teachers by Position and Gender, 1978 and 1991<sup>a</sup>**

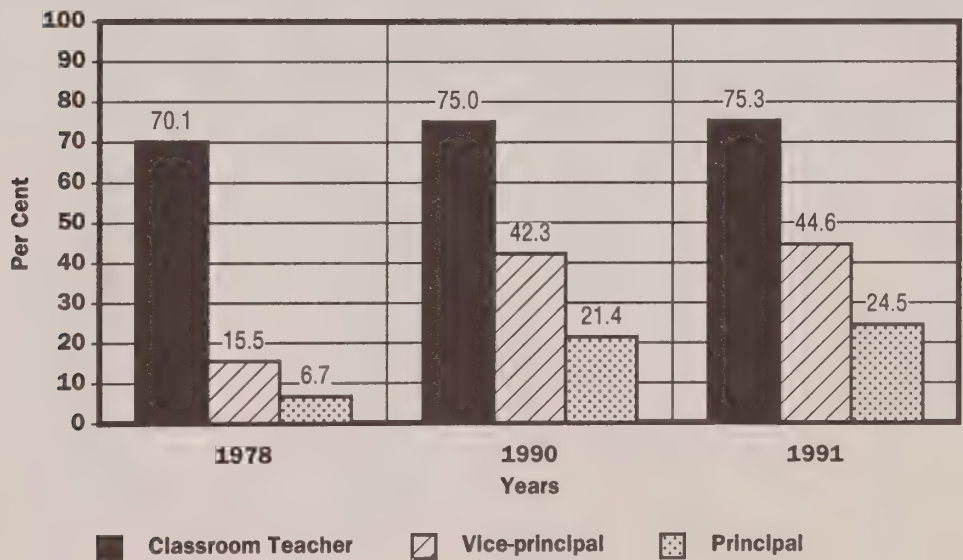
Position	No. of Females	No. of Males	Total	% Females	% Males
<b>Principal</b>					
1978	166	2 325	2 491	6.7	93.3
1991	634	1 959	2 593	24.5	75.5
Change	468	-366	102	17.8	-17.8
<b>Vice-principal</b>					
1978	176	963	1 139	15.5	84.5
1991	700	871	1 571	44.6	55.4
Change	524	-92	432	29.1	-29.1
<b>Classroom Teacher<sup>b</sup></b>					
1978	22 217	9 478	31 695	70.1	29.9
1991	31 181	10 240	41 421	75.3	24.7
Change	8 964	762	9 726	5.2	-5.2
<b>Other</b>					
1978	2 526	688	3 214	78.6	21.4
1991	3 207	829	4 036	79.5	20.5
Change	681	141	822	0.9	-0.9
<b>Total</b>					
1978	25 085	13 454	38 539	65.1	34.9
1991	35 722	13 899	49 621	72.0	28.0
Change	10 637	445	11 082	6.9	-6.9

Source: September School and Board Reports, 1978 and 1991.

a The 1991 numbers exclude the 659 teachers who teach Grades 7, 8, and 9 in junior high schools. These account for less than 1 per cent of the total number of positions.

b Figures for department heads have been included with those for classroom teachers.

**Figure 3: Public School Boards, Elementary: Distribution of Female Teachers, 1978, 1990, and 1991**



Source: Table 4.1 above.



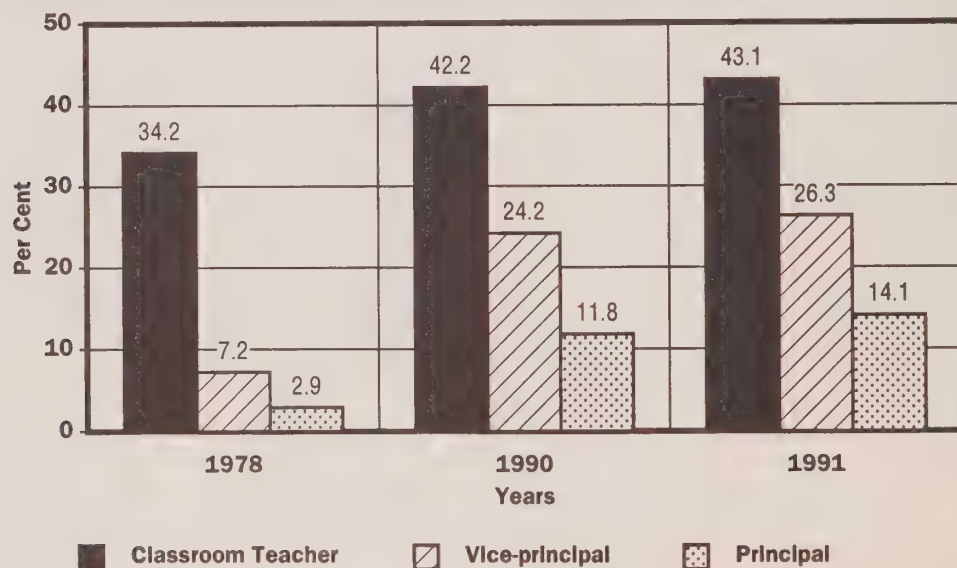
**Table 4.2: Public School Boards, Secondary: Distribution of Full-Time Teachers by Position and Gender, 1978 and 1991<sup>a</sup>**

Position	No. of Females	No. of Males	Total	% Females	% Males
<b>Principal</b>					
1978	17	560	577	2.9	97.1
1991	76	464	540	14.1	85.9
Change	59	-96	-37	11.2	-11.2
<b>Vice-principal</b>					
1978	59	759	818	7.2	92.8
1991	230	643	873	26.3	73.7
Change	171	-116	55	19.1	-19.1
<b>Department Head</b>					
1978	1 328	5 406	6 734	19.7	80.3
1991	2 222	4 836	7 058	31.5	68.5
Change	894	-570	324	11.8	-11.8
<b>Classroom Teacher</b>					
1978	8 728	16 818	25 546	34.2	65.8
1991	10 696	14 102	24 798	43.1	56.9
Change	1 968	-2 716	-748	8.9	-8.9
<b>Other</b>					
1978	544	1 108	1 652	32.9	67.1
1991	735	720	1 455	50.5	49.5
Change	191	-388	-197	17.6	-17.6
<b>Total</b>					
1978	10 676	24 651	35 327	30.2	69.8
1991	13 959	20 765	34 724	40.2	59.8
Change	3 283	-3 886	-603	10.0	-10.0

Source: September School and Board Reports, 1978 and 1991.

a The 1991 numbers exclude the 659 teachers who teach Grades 7, 8, and 9 in junior high schools. These account for less than 1 per cent of the total number of positions.

**Figure 4: Public School Boards, Secondary: Distribution of Female Teachers, 1978, 1990, and 1991**



Source: Table 4.2 above.



**Table 4.3: Public School Boards, Elementary and Secondary:  
Distribution of Full-Time Teachers by Highest Teaching  
Level and Gender, 1987 and 1991<sup>a</sup>**

Highest Teaching Level	No. of Females	No. of Males	Total	% Females	% Males
<b>JK/Kindergarten</b>					
1987	2 271	58	2 329	97.5	2.5
1991	3 054	75	3 129	97.6	2.4
Change	783	17	800	0.1	-0.1
<b>Grades 1-3</b>					
1987	8 582	667	9 249	92.8	7.2
1991	11 276	967	12 243	92.1	7.9
Change	2 694	300	2 994	-0.7	0.7
<b>Grades 4-6</b>					
1987	5 839	3 643	9 482	61.6	38.4
1991	7 938	3 688	11 626	68.3	31.7
Change	2 099	45	2 144	6.7	-6.7
<b>Grades 7-8</b>					
1987	4 537	4 936	9 473	47.9	52.1
1991	5 155	4 370	9 525	54.1	45.9
Change	618	-566	52	6.2	-6.2
<b>J.K. - Grade 8</b>					
1987	4 002	2 284	6 286	63.7	36.3
1991	6 682	4 125	10 807	61.8	38.2
Change	2 680	1 841	4 521	-1.9	1.9
<b>Grades 9-10</b>					
1987	895	1 175	2 070	43.2	56.8
1991	1 127	1 114	2 241	50.3	49.7
Change	232	-61	171	7.1	-7.1
<b>Grades 11-12</b>					
1987	5 301	9 016	14 317	37.0	63.0
1991	5 023	6 541	11 564	43.4	56.6
Change	-278	-2 475	-2 753	6.4	-6.4
<b>Grade 13/OAC</b>					
1987	2 191	6 046	8 237	26.6	73.4
1991	2 076	3 981	6 057	34.3	65.7
Change	-115	-2 065	-2 180	7.7	-7.7



**Table 4.3 (cont.)**

Highest Teaching Level	No. of Females	No. of Males	Total	% Females	% Males
<b>Grades 9-13/OAC</b>					
1987	2 579	4 025	6 604	39.1	60.9
1991	5 753	9 300	15 053	38.2	61.8
Change	3 174	5 275	8 449	-0.9	0.9
<b>Ungraded</b>					
1987	2 196	1 269	3 465	63.4	36.6
1991	1 899	860	2 759	68.8	31.2
Change	-297	-409	-706	5.4	-5.4
<b>Not Reported</b>					
1987	361	1 564	1 925	18.8	81.2
1991	N.A.	N.A.	N.A.		
Change	N.A.	N.A.	N.A.		
<b>Total</b>					
1987	38 754	34 683	73 437	52.8	47.2
1991	49 983	35 021	85 004	58.8	41.2
Change	11 229	338	11 567	6.0	-6.0

Source: September School and Board Reports, 1987 and 1991.

a The data in this table are not comparable with those for the years prior to 1987 because of the extension of public funding in Roman Catholic schools from 1985 to 1987. With the introduction of the new data-base and its definitions, "Unreported" has been eliminated for 1991. Individuals holding administrative posts such as principal have been assigned to either JK-Grade 8 or Grades 9-13/OAC, depending upon the school. In 1987 they were reported under "Not Reported". It is felt that 1987 provides a more appropriate base for comparison with 1991 because of identical data categories.



**Table 4.4: Roman Catholic School Boards, Elementary:  
Distribution of Full-Time Teachers by Position and  
Gender, 1985 and 1991<sup>a</sup>**

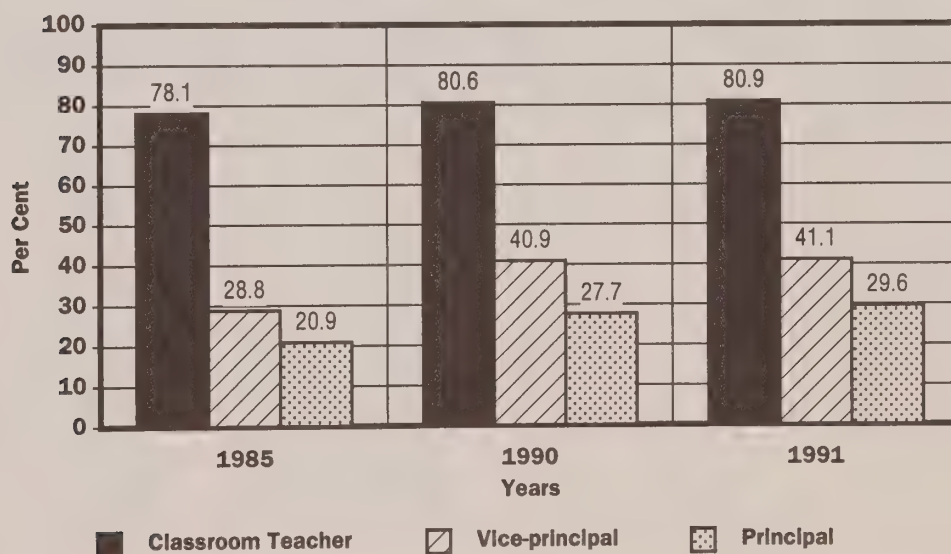
Position	No. of Females	No. of Males	Total	% Females	% Males
<b>Principal</b>					
1985	254	960	1 214	20.9	79.1
1991	394	937	1 331	29.6	70.4
Change	140	-23	117	8.7	-8.7
<b>Vice-principal</b>					
1985	86	213	299	28.8	71.2
1991	199	285	484	41.1	58.9
Change	113	72	185	12.3	-12.3
<b>Classroom Teacher<sup>b</sup></b>					
1985	11 464	3 221	14 685	78.1	21.9
1991	15 621	3 693	19 314	80.9	19.1
Change	4 157	472	4 629	2.8	-2.8
<b>Other</b>					
1985	1 238	296	1 534	80.7	19.3
1991	1 746	394	2 140	81.6	18.4
Change	508	98	606	0.9	-0.9
<b>Total</b>					
1985	13 042	4 690	17 732	73.6	26.4
1991	17 960	5 309	23 269	77.2	22.8
Change	4 918	619	5 537	3.6	-3.6

Source: September School and Board Reports, 1985 and 1991.

a The data in this table are not comparable with those for the years prior to 1987 because of the extension of public funding to Roman Catholic schools from 1985 to 1987. The 1991 numbers exclude the 218 teachers in Grades 7, 8, and 9. These account for less than 1 per cent of the total number of positions.

b Figures for department heads have been included with those for classroom teachers.

**Figure 5: Roman Catholic School Boards, Elementary:  
Distribution of Female Teachers, 1985, 1990, and 1991**



Source: Table 4.4 above.



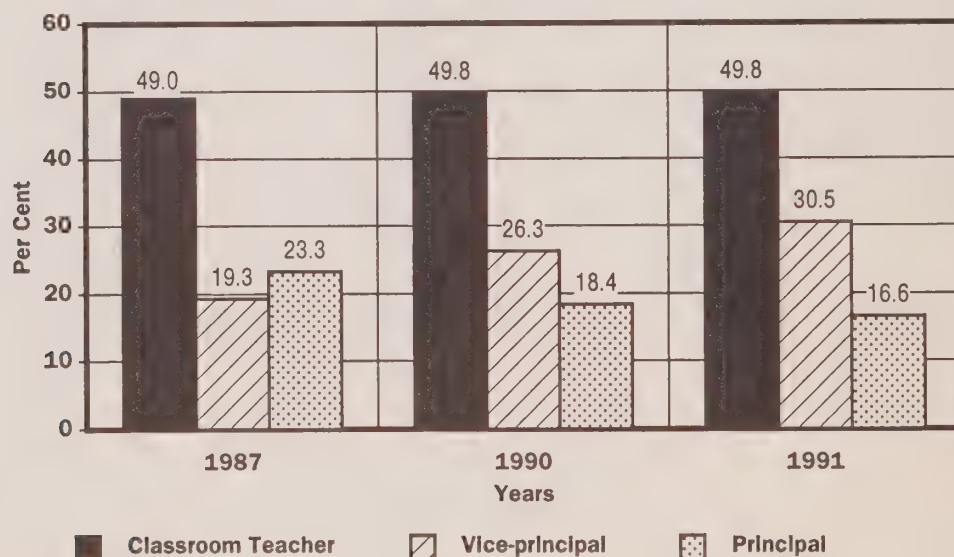
**Table 4.5: Roman Catholic School Boards, Secondary:  
Distribution of Full-Time Teachers by Position and  
Gender, 1987 and 1991<sup>a</sup>**

Position	No. of Females	No. of Males	Total	% Females	% Males
<b>Principal</b>					
1987	30	99	129	23.3	76.7
1991	28	141	169	16.6	83.4
Change	-2	42	40	-6.7	6.7
<b>Vice-principal</b>					
1987	35	146	181	19.3	80.7
1991	85	194	279	30.5	69.5
Change	50	48	98	11.1	-11.1
<b>Department Head</b>					
1987	344	705	1 049	32.8	67.2
1991	667	1 158	1 825	36.5	63.5
Change	323	453	776	3.7	-3.7
<b>Classroom Teacher</b>					
1987	2 400	2 501	4 901	49.0	51.0
1991	3 670	3 693	7 363	49.8	50.2
Change	1 270	1 192	2 462	0.9	-0.9
<b>Other</b>					
1987	132	102	234	56.4	43.6
1991	175	140	315	55.6	44.4
Change	43	38	81	-0.9	0.9
<b>Total</b>					
1987	2 941	3 553	6 494	45.3	54.7
1991	4 625	5 326	9 951	46.5	53.5
Change	1 684	1 773	3 457	1.2	-1.2

Source: September School and Board Reports, 1987 and 1991.

<sup>a</sup> The data in this table are not comparable with those for the years prior to 1987 because of the extension of public funding to Roman Catholic schools from 1985 to 1987. The 1991 numbers exclude the 218 teachers in Grades 7, 8, and 9. These account for less than 1 per cent of the total number of positions.

**Figure 6: Roman Catholic School Boards, Secondary:  
Distribution of Female Teachers, 1987, 1990, and 1991**



Source: Table 4.5 above.



**Table 4.6: Roman Catholic School Boards, Elementary and Secondary: Distribution of Full-Time Teachers by Highest Teaching Level and Gender, 1987 and 1991<sup>a</sup>**

Highest Teaching Level	No. of Females	No. of Males	Total	% Females	% Males
<b>JK/Kindergarten</b>					
1987	1 553	26	1 579	98.4	1.6
1991	1 976	40	2 016	98.0	2.0
Change	423	14	437	-0.3	0.3
<b>Grades 1-3</b>					
1987	4 386	224	4 610	95.1	4.9
1991	5 491	342	5 833	94.1	5.9
Change	1 105	118	1 223	-1.0	1.0
<b>Grades 4-6</b>					
1987	3 362	1 243	4 605	73.0	27.0
1991	3 953	1 331	5 284	74.8	25.2
Change	591	88	679	1.8	-1.8
<b>Grades 7-8</b>					
1987	2 516	1 861	4 377	57.5	42.5
1991	2 721	1 791	4 512	60.3	39.7
Change	205	-70	135	2.8	-2.8
<b>J.K. - Grade 8</b>					
1987	2 079	887	2 966	70.1	29.9
1991	3 476	1 721	5 197	66.9	33.1
Change	1 397	834	2 231	-3.2	3.2
<b>Grades 9-10</b>					
1987	583	707	1 290	45.2	54.8
1991	503	442	945	53.2	46.8
Change	-80	-265	-345	8.0	-8.0
<b>Grades 11-12</b>					
1987	1 274	1 342	2 616	48.7	51.3
1991	1 610	1 575	3 185	50.5	49.5
Change	336	233	569	1.8	-1.8
<b>Grade 13/OAC</b>					
1987	408	755	1 163	35.1	64.9
1991	597	857	1 454	41.1	58.9
Change	189	102	291	6.0	-6.0
<b>Grades 9-13/OAC</b>					
1987	737	560	1 297	56.8	43.2
1991	1 966	2 533	4 499	43.7	56.3
Change	1 229	1 973	3 202	-13.1	13.1



**Table 4.6 (cont.)**

Highest Teaching Level	No. of Females	No. of Males	Total	% Females	% Males
<b>Ungraded</b>					
1987	400	195	595	67.2	32.8
1991	391	122	513	76.2	23.8
Change	-9	-73	-82	9.0	-9.0
<b>Not Reported</b>					
1987	187	539	726	25.8	74.2
1991	N.A.	N.A.	N.A.		
Change	N.A.	N.A.	N.A.		
<b>Total</b>					
1987	17 485	8 339	25 824	67.7	32.3
1991	22 684	10 754	33 438	67.8	32.2
Change	5 199	2 415	7 614	0.1	-0.1

Source: September School and Board Reports, 1987 and 1991.

a The data in this table are not comparable with those for the years prior to 1987 due to the extension of public funding in Roman Catholic schools, from 1985 to 1987. With the introduction of the new database and its definitions, "Unreported" has been eliminated for 1991. Individuals holding administrative posts such as principal have been assigned to either JK-Grade 8 or Grades 9-13/OAC, depending upon the school. In 1987 they were reported under "Not Reported". It is felt that 1987 provides a more appropriate base for comparison with 1991 because of identical data categories.









Printed on recycled paper

92-050

© Queen's Printer for Ontario, 1993